



MILAR : Modelli Inclusione e Lavoro per Rifugiati

INCLUSION AND JOB PATTERNS FOR REFUGEES

Progetto: 2016-1-IT01-KA202-005446 - Codice CUP G36J16000820006

IO4 - Toolkit for refugees - COLLECTION OF REPORT

MILAR project

Modelli di Inclusione e Lavoro per Rifugiati

ERASMUS+ Action Key 2

Strategic partnerships

Project ID: 2016-1-IT01-KA202-005446



REPORT IO4
October - December 2018

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



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ITALY - ROMAGNA FORLIVESE

Justify the coherence between the planned training path and the action plan for the develop of a possible CSE drafted within OUTPUT 3 (example: technical or transversal training, productive/ professional sector and so on...).

The training path developed in IO4 builds on a logical process that started with the setting up of the LMT in February 2017 and was further perfected in 2018.

In 2017, during the implementation of OI3, the LMT promoted a path called "community's sentries" (*sentinelle di comunità*) that produced a business canvas giving origin to 3 possible fields of development of a CSE in Forlì and in the Romagna Forlivese district: agri-food supply chain, personal care services and cultural-educational services.

The first 2 areas – agri-food supply chain and personal care services – have immediately proved to be in need of a complex process to be developed with the stakeholders, which was the subject matter of IO 3 and continued to be a focus until the end of the project.

Within the cultural/educational field instead, between May and September, the LMT supported the establishment of an **informal working group made up of refugees and local volunteers**. Such group was created at first thanks to the reception centres that partake in the LMT, and later, since September within the Mandalà centre in close cooperation with Techne and the LMT partners.

The Mandalà centre, established in September by the *Comunità Papa Giovanni XXIII* (one of the members of the LMT), is a space where migrants and local citizens can meet through events such as concerts, readings, creative writing and life stories, but above all, thanks to the desire to be together. The centre also organises labs focused on the Italian language, civics, history of art, computer science, etc. (see Facebook link [Centro aggregativo Mandalà](#)).

The group experimented cultural and educational activities focused on awareness-raising in order to foster inclusion processes within the community and the involvement of migrant beneficiaries on the topic of potentials, enhancement of the culture of origin, and cultural and language skills.

Furthermore, the format "**Flashreading dal Mondo**" was created i.e. informal shows/performances along the lines of flashmobs. In September **5 flashmobs** were performed within the event "*Settimana del buon vivere*" (September 2017, see Flashreading sheet and other documents annexed). The same format was replicated in December across town during Christmas time.

During the flashmobs, the participants interpreted poems and texts written by great African (e.g. Achebe, Osundare, Diop, Philombè, Senghor), Indian (e.g. Alvi, Bhatt, Ghalib), European (e.g. Szymborska) and local (e.g. Campana, Spallicci, Pedretti, Simoncelli) authors.

The initiative had great resonance and was quite successful, as shown by the videos and pictures taken for the occasion. This initiative led to continuity projects and proposals the goal

of which is to promote the inclusion, but also the capabilities and professional skills, of the people involved: language skills, expressive skills, creative skills, and cultural event planning and management skills. Another aim of the initiative was to establish relationships and consistent partnerships between local citizens and asylum seekers/refugees, useful also to the other two project working areas (agri-food supply chain and personal care services). ANNEXES: project data sheet, brochure, events pictures.

In 2018, within the LMT and the community, we carried on the networking and planning of activities related to the 3 defined areas i.e.: **agri-food supply chain, personal care services, and cultural and educational services** with the establishment of a leading group and the signing of a Memorandum of understanding among key actors of the Romagna Forlivese community for the development of the agri-food supply chain and personal care services areas. To this aim, a tailored project for the agri-food supply chain and a strategic plan for personal care services were drafted.

These initiatives were supported by the enhancement of the informal group made up of young migrants and volunteers. At the Mandalà centre, the group followed on exercises and dialogue on the expression of cultural dignity and the implementation of occasional flashmobs.

On 6 March 2018, a **focus group** with refugees was created collecting needs and proposals on different scenarios, including the hypothesis to develop a cultural and educational project promoting participation, self-promotion, transversal skills, and social inclusion of migrants and vulnerable people.

The focus group highlighted the will of the group to plan a cultural and educational training activity, giving continuity to previous cultural initiatives. As the other initiatives (agri-food supply chain and personal care services) presented longer implementation times, the focus shifted on providing training activities useful to develop the transversal skills of refugees in the shortest time possible.

Considering the average profile of the participants, i.e. asylum seekers and refugees with very varied backgrounds and conciliation problems, the training activity designed had an informal nature, thus leaving them free to express their ambition, aptitude and talent. The aim was to favour a sort of self-selection and a stronger motivation to share and continue the proposed path.

Hence, the group imagined the startup of an activity/association aimed at promoting intercultural relationships through poetry, art and culture. Such initiative has been perceived as a real opportunity to give value to the migrants' cultural dignity, on a par with the culture of the host country, in addition to promoting a certain familiarity with a "sophisticated" use of the Italian language.

The final goal of the training path in IO4 is to integrate the 3 experimentation areas of the project, i.e. agri-food supply chain, personal care services, and educational and cultural services, by "leveraging" the positive impact of the training path - in terms of organisational, creative, communication, and entrepreneurial skills/capabilities - to involve refugees in the work processes that will be activated.

To indicate: forecast n. of participants, duration of the path (in hours); duration of tutoring or other forecast activities (in hours) such as: coaching, mentoring, meaningful testimonies, training set (class, individual, group, job shadowing, enterprise, visits...).

2018 PROCESS

The first step was the **planning of a workshop-lab** focused on the implementation of cultural activities based on culture dissemination and the creative and language empowerment of the beneficiaries i.e. migrants and young volunteers.

Techne and the Mandalà centre signed a memorandum of understanding to reaffirm their synergy, the development of the training activity, and their common goals. ANNEX

March-June: **11 informal exploratory/training sessions (35 hours)** were carried out. These workshops, conducted by a professional tutor appointed by Techne and by volunteers of the Mandalà centre, focused on the empowerment and enhancement of individual skills and teamwork, and on the development of transversal skills linked to the use of the language as means of expression, cultural knowledge, management/organisational and communication skills.

The initiative, intentionally informal, **supported and benefited 10 refugees/asylum seekers overall, 6 of which on a continuous basis**, a heterogeneous target within a flexible path progressively adapting to different (tailored) needs supported by a professional **tutoring** by Techne and the **mentoring of competent volunteers** in relation to the skills to be developed.

At the same time, the group became larger: it organised and participated in different pilot initiatives among which **3 important events** that allowed the participants to test themselves, experimenting their entrepreneurial spirit and sense of initiative, in front of a "more qualified" audience in terms of individual skills and ability to belong and be part of a group.

- Scout day - May
- Acafolk concert - June
- Sconfinando festival – July

In order to integrate and enhance the initiative, 2 additional and complementary training paths were organised (between June and July) funded by the ESF, in order to enhance:

- **Italian language skills** as a means to qualify the planning and management of socio-cultural initiatives (16 hours)
- **Digital skills** as a means to qualify the ability to manage and promote communication and the dissemination of events (32 hours)

23-28 September: the group organised the **second edition of *Flashreading dal Mondo***. 3 flashmobs organised during the event "*Settimana del Buon Vivere*". The level of the events was much more complex as it saw the presence of a wide audience (the one expected for VIPs) and a wide participation of readers, as well as of many local artists and associations.

There was a wide participation of the community (people, organisations and institutions).

Organisations and institutions: Regnoli41, Cosascuola, Gruppi Scout, Lestordite, Battito, Forlì Città Aperta, Jump Cafè, Un Secco No, Eataly, Musei San Domenico, Istituto Musicale Masini, Aics, Assipro, Gruppi Scout, Auser, Pensiero e Azione, Orto del Brogliaccio, DiaLogos, Acquacheta, Al Margine, L'Accoglienza, Fare del Bene, Opera Don Pippo, Caritas, Società per l'Affitto, Croce Rossa Italiana, Associazione Papa Giovanni XXIII.

Friends (artists, poets, musicians, experts): Marco Colonna, Wilma Malucelli, Sabina Spazzoli, Martina Piffer, Marika Gribaudo, Michael Thabet, Barbara Longiardi, Alfa Leigh, Chiara Poggio, Chiara Tomasini, Ashraf, Serenella Vasini, Barbara Casadei, Vanessa Moncada, Mireia Escolà Gelabert, Faith, Lorenzo Briganti, Babou, Moreno Lombardi, Michele Fabbrica, Luca Belotti, John, Filippo Rigotti, Giuliano Ortali, Ikeoluise, Seydou Kienou, Moussa Kienou

Thanks to the workshops, a wide participating network and the experiences acquired on the field, the will to continue the associative path was strengthened, **with the establishment of an association for social promotion named "Messaggeri del Mondo"**, whose articles of association have already been drafted (see the summary of the articles of association and the draft of the articles of association in Italian ANNEXED). To date, the group involved **is made up of 25 members (13 of which are asylum seekers/refugees)**. Specific debates and meetings are currently underway with the third sector service centre *Assipro* to officially **establish the association in the shortest time possible**.

A volunteer member will attend a **training path funded by Assipro** focused on the topics of Fundraising and Crowdfunding.

Some form of **cooperation with Forlì university** campus is also expected to develop common and shared initiatives focused on language mediation and social research in the field of interculturalism.

The group "**Messaggeri del Mondo**" and the following tools were created:

- Facebook profile <https://www.facebook.com/groups/236643147077398/>
- Logo "Messaggeri del Mondo"
- Draft of "Messaggeri del Mondo" articles of association
- WhatsApp group

STRUCTURE OF THE INTEGRATED EPOWERMANT AND TRAINING PATHWAY

Period 2018 /hours	Action	Modules/Activities	Goals	Experts involved	NoteS
11 meeting from 13 March to 12 June 35 hours lab 60 hours back office	Workshop-Lab for talent and aptitude empowerment	<ul style="list-style-type: none"> • Expression • Events organisation/ management • Communication and dissemination • Initiative and enterprise • Interim assessments 	Bring out the talents and aptitudes of cultural, creative and organisational nature	Milar professional tutors Mandalà volunteer mentors	MILAR resources and voluntary activities
May-September 2018 100 hours	Events and shows	Plan and manage performances and communication activities "in the field" within the events organised	Exercise practical skills with spirit of initiative and independence	Network volunteer mentors and local community	MILAR resources and voluntary activities
11 June-3 July 32 hours	Computer science course	The Operating System Word processing and Excel file creation PowerPoint	Exercise the ability to translate ideas and concepts into digital documents	Computer science teacher	Complementary ESF resources
10/26 July 16 hours	Italian language course	Speaking in Italian Writing in Italian Reading in Italian	Exercise the practical/professional use of the Italian language through expressive research	Italian language teacher	Complementary ESF resources

Descriptive title	<p>TRANSVERSAL SKILLS AND KNOWLEDGE ACQUIRED IN INFORMAL CONTEXTS</p> <p>FOR ARTISTIC AND CULTURAL EXPRESSION, AND FOR SOCIALISATION</p>
Skills list / learning objectives	<p>The 4 areas of activity for talent/aptitude empowerment, develop with different levels of intensity, can be identified as follows</p> <ol style="list-style-type: none"> 1. Creative expression (main activity) 2. Events planning/management 3. Communication and dissemination 4. Independence and enterprise <p><u>Creative expression</u></p> <p>expression of vocal communication, in particular the ability to adopt speech teaching strategies to achieve expressiveness and produce original and intense sounds; identify and adopt diction rules; tonic and phonic accents; open and close vowels; voiceless and voiced consonants, etc.; use improvisation techniques.</p> <p>expression of body language, in particular the ability to translate anxieties, needs and feelings (both conscious and unconscious) with the expression of tone and gestures.</p> <p>verbal communication (not only related to the knowledge of the language) is the ability to express clearly and effectively personal thoughts.</p> <p>innovativeness refers to an approach characterized by a certain freedom in dealing with information of a homogeneous nature and by researching and elaborating innovative ideas and original solutions.</p> <p>availability for interpersonal relationships implies the desire to understand others; it is the ability to listen carefully and understand and respond to the feelings and concerns of others even if not expressed or partially expressed.</p> <p><u>Events planning and management</u></p> <p>learning through experience, learn by doing, is based on the ability of using any initiative for value creation as a learning opportunity; learn with others, including peers and mentors; reflect and learn from both success and failure (your own and other people's).</p> <p>team work implies the desire to work in collaboration with others, to be part of a group rather than working alone or in competition. it is the individual's ability to establish contacts with other subjects in order to achieve results that go beyond</p>

the sum of the individual members contribution, arising from a mutual influence of opinions.

be able to adapt to an organization's rules is the ability to assimilate and implement the main rules that regulate the organization's life, such as compliance with schedules, different roles, meaning and regulation of volunteer work/internship/employment relationships.

communication and dissemination

mobilizing others, inspire, enthuse and get others on board, implies the ability to inspire and enthuse relevant stakeholders; get the support needed to achieve valuable outcomes; demonstrate effective communication, persuasion, negotiation and leadership.

collection and processing of information is the curiosity in having the exact information to define a problem, identify new communication projects, improve management systems in place and arriving at the proposal of feasible solutions, in particular by improving access to and use of social networks and traditional media.

independence and enterprise

self-awareness and self-efficacy, to believe in your-self and keep developing, implies the ability to reflect on your needs, aspirations and wants in the short, medium and long term; identify and assess your individual and group strengths and weaknesses; believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures.

sense of initiative is the predisposition to act. the initiative is to do more than is required by the task or expectations of the role played, with the aim of improving or refining job results, or avoiding problems, or finding or creating new opportunities

problem-solving is the ability to analyse and interpret the useful elements for the identification and application of effective solutions even in problematic situations.

Scientific references

1 skill:

Emilia Romagna Region qualifications framework: repository of professional standards representing the competences that characterise the region's economic and production system. <https://formazione.lavoro.regione.emilia-romagna.it/qualifiche>

	<p>Professional areas <i>Artistic production</i></p> <p>Professional qualification "Actor" Level 5 EQF LINK to the qualification (some skills of the Units of competency 2 and 3) http://orienter.regione.emilia-romagna.it/orienter/exec/portale;jsessionid=EC3AizTZFqI7OVion3ZMznRq.undefi ned?actionRequested=performShowSchedaDettagliQualifica&qualifica=6-11</p> <p>2, 3 and 4 skills:</p> <p><i>Entrepreneurship Competence Framework</i>, also known as EntreComp https://ec.europa.eu/jrc/entrecomp: tool to improve the entrepreneurial capacity of European citizens and organisations.</p> <p>It builds upon a broad definition of entrepreneurship that hinges on the creation of cultural, social or economic value. It thus embraces different types of entrepreneurship, including intrapreneurship, social entrepreneurship, green entrepreneurship, digital entrepreneurship... It applies to individuals and groups (teams or organizations) and it refers to value creation in the private, public and third sectors and in any hybrid combination of the three. <i>Lastly, it is domain neutral: one can act upon ideas and opportunities to generate value for others in any domain and possible value chain.</i></p> <p>Note that, in view of the complexity of the above-mentioned skills, during the MILAR project, only an initial reflection was initiated on the basic typical aspects of each of them.</p>
Abstract	SEE WORKSHOP PROGRAMME
Equipment – materials – Instruments to be used	<p>Classroom with video projector, flipchart and bookstand</p> <p>Literature and poetry texts, in Italian, in a common language (English/French) and in some cases, in a native language (Urdu and Arabic)</p> <p>Handwritten/autobiographical texts by the participants</p> <p>Audio-video recording of the practices/performances</p> <p>Musical instruments for accompaniment (guitar and percussion)</p> <p>Inputs for reflection e.g. "map of life" and other graphic models</p> <p>Loudspeaker and microphones</p>

Step by step instructions	SEE WORKSHOP PROGRAMME
Methods	Cooperative learning Teamwork Educating community
Measurement / Assessment	<p>The key activities of the training pathway were conducted by the project manager in charge (OPEN/TECHNE) in the area of Forlì, in particular:</p> <ul style="list-style-type: none"> - coordination and professional tutoring of the empowerment activity, in all its aspects, including lab activities and the organisation of public shows during local events. These activities counted upon the collaboration of many volunteers who were gradually involved in the empowerment project - system activities, intended as development and retention of the project governance and of the networking between public stakeholders and private organisations
Recommended duration	At least for months with weekly meetings
Notes / important information / remarks	The development of lab activities, after an initial phase of group practices, should go hand-in-hand with the testing "ON THE FIELD" of live shows, starting with short informal performances and moving towards increasingly structured activities. The choice to partake in live performances is free and determined by the individual growth of self-awareness and self-confidence. Said choice cannot and should not be determined by the abilities/talents already expressed, but rather by the individual motivation and will to grow.

Define and describe the tools that could be useful in the toolkit for refugees

Tools used (see also annex)

The tools used for the informal empowerment/training path are as follows:

- **Agreement Techne-Mandalà:** shared organisation of a space that could host the empowerment activities and allow for the free access of Italian citizens and migrants, with the development of informal relationships based on freedom of choice and guided by educational tutoring
- **Qualification as Actor** Emilia Romagna Region and **EntreComp** *The Entrepreneurship Competence European Framework*: organised and tested knowledge and skill systems, from which we could take some key elements and strategies to reach or get close to the learning outcomes related to the learning objectives of the empowerment project
- **Biographical sheets of the authors and poems** in English/common language/native language (bilingual, where possible) of the participants' culture/country of origin: basic tool to practice different forms of reading and interpreting poems, throughout a path which starts from the understanding of the texts and the individual selection of preferred texts, to later experiment speech and improvisation techniques linked to the "meaning" of the texts
- **Life map:** a multiple-stage path of the most important and symbolic moments and of people's life choices; each individual can freely choose and retrace his/her biography and draw inspiration to narrate his/her experiences/emotions
- **Sign-in sheet listing** the people who freely took part in the workshop, some occasionally, others more regularly, without any other reporting obligations
- **Individual information sheet:** personal data of the regular participants (around 5/6 people), who self-selected during the workshop, with a view to building and consolidating a small group committed to developing new projects and to engaging new members
- **Sheet for the self-assessment** of knowledge/skills acquired by the participants (small group)

Tools of the path *Plan and manage performances and communication activities "in the field"*

- **Facebook group** <https://www.facebook.com/groups/236643147077398/>
- **Logotype** of the association "Messaggeri del Mondo"
- **Leaflet and brochure** of the association "Messaggeri del Mondo"
- Draft of "Messaggeri del Mondo" **articles of association**
- **Drop-box** shared platform
- **At least 2 WhatsApp groups:** group with all the participants; steering/organisational group; thematic group or ad hoc event group

What different methods can be used in the training (for example mentoring etc)

The main feature of this path was the possibility to integrate different empowerment and guidance teaching strategies in an informal context, professional tutoring (in relation to Milar) and volunteer work/mentoring (in relation to the local community, and to the people and organisations involved) focused on the attainment of shared goals.

The integrated path – workshop-lab and experimentation on the field funded in Milar, as well as all complementary training activities – allowed for the development of an educational community, with the alternation of different professionals (experts, technicians, volunteers, tutors).

Throughout the path developed during Milar – starting with the planning between January and February, followed by the workshop between March and June, and terminating in September with the last event – the professional tutor appointed by Techne, together with volunteer mentors and other experts/professionals, co-planned and led the activities in close collaboration, constantly exchanging outreach and event planning strategies and techniques. Indeed, many mentors/volunteers/experts, later joined the association which is about to be officialised and registered.

Over the same period, the tutor appointed by Techne oversaw an intense back-office work, and in particular:

- Design of the path and planning of meetings prior to the implementation of the activities
- Care of individual relationships with each participant, together with a solid and almost daily guidance activity to investigate and foster their motivation to participate, collection of data, and support to the initial, interim and final assessment
- Research of authors and bilingual texts (Italian >< common language/native language), which have proven to be very difficult to find, from the participants' culture/countries of origin, establishing contacts with experts from the Ministry for Education and University of Bologna/Forlì ("Roberto Ruffilli" library) and Municipality of Bologna (Amilcar Cabral centre, specialised in the history and culture of Asia, Africa, and Latin America)
- Coordination of the translations into Italian, where necessary, of authored poems or texts written by the participants, from French/English or the participants' native language (the translations were done by volunteers or by the migrants themselves)
- Identification of educational tools, such as the "key questions" and the "map of life"
- Closing activities of identification, assessment and support to self-assessment in the final part of the empowerment path
- Collection, reprocessing and cataloguing of handwritten and authored texts used for the performances
- Sharing and planning within the group of a continuity process, of the association project and of the content of the articles of association

Therefore, during the course of the activities - starting with the involvement of young and adult volunteers of the Mandalà centre, and more in general, of local institutions and associations -, it was possible to favour dialogue/exchange between experts, participants, and

volunteers in places that are relevant in terms of activism and for the constant presence of people and experiences (places such as the Mandalà centre and the premises of other associations, or the locations of specific cultural initiatives) where the core of the action is not productivity but rather the sharing of experiences, relationships and creativity.

This allowed for a blending between different stakeholders/people (asylum seekers and local citizens), favouring the possibility to build relationships and bonds, as well as friendship and mutual collaboration within the Community.

What kind of validation and certification can be useful?

During the integrated path developed throughout the Milar project – from March, with the workshop-lab, to September with the testing on the field – the participants were given an incremental self-assessment sheet concerning the knowledge/skills acquired/strengthened in an informal context, at the beginning, during, and at the end of the process, in order to make them gain awareness of their current and potential growth, and of the knowledge/skills experimented during the process.

Four self-assessment time steps were identified, starting with the assessment of the participants' initial status at the beginning of the path.

Hence, during the three following steps, the participants who made up the regular group were able to assess the development of their knowledge, skills and motivation, as well as to identify their areas of improvement. Moreover, some items of the self-assessment sheet were related, where consistent, to the training units of the qualification of "Actor" present in the Emilia Romagna region's qualifications system.

In fact, this assessment process does not evaluate absolute performances, but rather the ability to boost one's own talents/aptitude based on the entrance level.

At the end of this self-assessment process, the forms were printed with the incremental evidence of the knowledge/skills acquired/strengthened, measured based on shared assessment criteria, along with scores and graphic representations¹.

Lastly, the professional tutor appointed by Milar integrated, shared and validated each sheet together with the participants, through a certificate listing the data and information necessary to use the document in training/economic/social contexts and in the labour market.

¹ The adoption of the sheet and of the self-assessment procedures (Excel sheet annexed with 3 worksheets) takes inspiration from the skill assessment template created by Envie, the French partner of the European project SI.FO.R. - Sistema Formativo al Valore-Lavoro del Riuso - Training System to the Value of Reuse - LifeLong Learning TOI Programme - Cod. 2012-1-IT1-LEO05-02781.

Monitoring the learning development rather than absolute performance results, is extremely useful to give participants a real opportunity to address their potential and commitment to continuous improvement.

Give example and suggestions of assessment tools that can be used in the assessment of participant's skills and competences.

The assessment process we have chosen consists in the self-assessment of the knowledge/skills acquired in an informal context, in order to gain confidence, motivation and awareness of one's own growth potential.

To ensure the transparency of said process an Excel file is used, made up of 3 worksheets and based on the assessment model prepared within the framework of the European project LLP SI.FO.R.². An integral part of this sheet is the certificate drafted by the tutor that validates the path completed.

As already stressed, this assessment is "endogenous" to the system/outcomes in a peer-to-peer training path that enhance the capabilities/talents of all the participants, without any distinction.

During the activities, we did not create a teacher-student dynamic but rather a form of informal support, where everyone had equal rights to speak and make proposals, at their own pace and with their own language skills. With the help of the group it was possible to generate "empathy" and to foster mutual understanding, including of illiterate people, by translating any thoughts expressed in their native language (Wolof, Bambara, Mandinka, Soninke, Arabic, Urdu), into French/English and/or Italian.

Everyone was an active participant in their own training – focusing on the exchange of different perspectives and ideas, the analysis of problems, and the research of solutions – in a peer-to-peer dynamic which also includes tutoring and coordination.

During the activities, the participants were encouraged to assess the teaching methods and to make suggestions and proposals. The people who had been participating since the beginning, gradually became the ones transferring knowledge to people who joined in later on in the process, and to the associations involved.

All of this led to the development of a common project towards the establishment of an association/incubator where all the members are on an equal footing.

To sum up, the most effective assessment criterion is represented by the will to continue this path, even after the end of the Milar project.

The self-assessment process adopted is therefore considered a valid tool to ensure the learning transparency, in terms of skills/knowledge acquired in "non formal and informal" contexts, considering the different factors (institutional, regulatory, social conditions) underlying

² Idem

migration, that had and still have a strong impact on the life of the people involved and hence on the Milar project.

What risks/dangers do you see with the training, how do we handle dropouts and sustainability?

During the activities described above, different problems occurred, some of which were expected, while others were not.

- **Dropout of the participating group** (volunteers and refugees). The solution was to make the quality of outreach and youth work activities more dynamic, collaborating with new volunteer experts to organise different moments to support the performances; alternate moments of practical exercise and live show experimentation
- **Lack of adequate social support** (housing, health services and so on). The solution was to strengthen the information and awareness-raising activity towards the local network of associations and institutions able to give social answers to people's problems, above all housing.
- **Gender gap**, that is the prevailing presence in the group of young male migrants and young local women. The solution consists in finding strategies to involve: 1) Italian male students attending high school or university 2) female students and young female migrants.
- **Generation gap**, that is the prevailing presence in the group of under 30s, which could seem positive but in fact limits the chance for different generations to exchange experiences and perspectives, within a local context which is strongly influenced by a growing and ageing population. The solution consists in finding strategies to involve people over 50/60 with experience in performing arts and music productions, who can coach young people and involve local adults, on a voluntary basis.
- **Legal and politic environment**/changes in law/ new migrants waves/return waves etc... In this case, the problem is a very recent one and is caused by new national regulations that reduce the opportunities and resources for the inclusion of migrants in the local community. The solution is still under way and at present it consists in a strong initiative for the coordination of the local network, in Forlì and in other towns of the ER region, with a view to gathering proposals, tools and resources that support people's inclusion needs from the bottom up, without leaving them alone and favouring their inclusion in and abidance by the rules of the territory where they are often well integrated into the labour market.

Any suggestion of what is important to include in the toolkit?

(SEE ABOVE) The development of lab activities, after an initial phase of group practices, should go hand-in-hand with the testing "ON THE FIELD" of live shows, starting with short informal performances and moving towards increasingly structured activities. The choice to

partake in live performances is free and determined by the individual growth of self-awareness and self-confidence. Said choice cannot and should not be determined by the abilities/talents already expressed, but rather by the individual motivation and will to grow.

Other comments- information?

The training pathway reached a very important goal for the continuity and growth of the project, which was pre-set, but never taken for granted, in the workshop-lab programme, that is "*Supporting any promoting group that might be set up*".

Indeed, the group shared and decided to build a formalised association, whose draft articles of association and list of members are attached herewith.

Hence, the Association plays the role of CSE *incubator*, in the sense envisaged by the Milar project, starting a full-fledged process that in the medium run can lead to developments, including the creation of new enterprises, in the sector of "cultural and creative industries" as identified by the "Smart specialization strategy" (LINK) of the Emilia Romagna region.

Currently, institutional meetings are being held to explain the purpose of the association and find the resources needed to develop its goals.

ANNEXES

Workshop-lab programme

LABORATORY FOR TALENT AND APTITUDE EMPOWERMENT

By Techne and Mandalà

PROGRAMME OF THE WORKSHOP INITIATIVE

Creative lab addressed to foreign (asylum seekers) and Italian young people/adults, structured around 10 experimental meetings aimed at **developing expressive reading, prose diction and biographical writing skills**, accompanied by the ideation and testing of live staging and performances in the form of “flashmobs” during public and cultural events, etc.

The lab also aims at promoting knowledge of the basics of events **organisation and communication/dissemination** through traditional media and social networks, with a view to enabling **transversal competences linked to entrepreneurship** as defined in the EntreComp framework.

The idea is also to use basic techniques to stage performances and short improvised shows with the **support of music and dance/body expression performances**.

As already experimented with the first flashreading events during the *Settimana del Buon Vivere* (SBV) 2017, the goal is to **enhance people’s talents and their role in the dissemination of their culture of origin**, either foreign or Italian, practicing and then staging “intense and passionate” shows based on improvisation to make an audience not necessarily aware of the migration phenomenon understand and identify with the performers.

The aim is to favour the **heterogeneous participation of people with different language, reading and writing skills in Italian, in a common language and in their native language**, also through techniques that help those who have not been able to develop significant literacy skills to express themselves (e.g. by recording the readings to practice and learn to recognise and match phonemes and written words).

The initiative will be integrated with additional and complementary activities, such as the **ESF training courses** (Italian literacy and computer science) that can strengthen reading/writing skills, the ability to use digital tools for the transcript of handwritten texts and for public communication, issuing formal attendance certificates.

At the same time, the idea is to **actively involve local community**, organisations and citizens, students, experts, etc. to foster socialisation, interpersonal relationships and cooperation in the organisation of recreational, cultural and social activities (e.g. Penny Wirton school, Scout, local musicians and poets, students of the Istituto Musicale Masini, cafeterias and pubs such as Eatly and Jump Café, associations such as Regnoli41, Aics, Battito, Lestordite, Quartieri, etc.)

The overall goals of the lab are as follows:

- Developing people’s artistic and organisational talent

- Designing simple public events (flashmobs, etc.), such as the Festival Teatro Pennabilli in June and SBV at the end of September
- Promoting integration and dialogue with/within the community
- Promoting communication and group identity (also through communication/FB, choosing a name and a logo, etc.)
- Supporting any promoting group that might be set up

Training objectives

- Developing cultural and literature knowledge
- Developing language, reading and diction skills
- Enhancing autobiographical writing skills
- Enhancing existing talents (theatre, writing, music, etc.)
- Developing basic organisational skills and communication techniques
- Developing independence and sense of initiative when undertaking a commitment or specific tasks

Organisation

- Around 10 participants, including foreign people and Italian citizens
- Dates and times: 11 meetings every Tuesday between March and June 2018, from 3pm to 6pm
- Venue: Mandalà and others to be defined (e.g. Fabbrica Candele, Techne, public premises, outdoor, etc.)

CONTENTS 2018

<p>First meeting</p> <p>13 March</p>	<p>Opening socialisation: <i>something I leave behind, something good that has happened to me, what I expect from this lab</i></p> <p>Sharing the goal of enhancing the culture of origin and the creative skills of the participants.</p> <p>Presentation of the texts (bilingually, if possible) and of the authors available for reading exercises (poets, writers, songwriters, etc.) and invitation to look for new texts.</p> <p>“Demo” reading of texts/poems in Italian/English/French and in the participants’ native language (with audio/video recording) and first group discussion on the forms of expressive reading.</p> <p>The participants choose together who will present the first 2/3 new texts and authors at the following meetings. They can either choose a text from those available or search one on their own. Participants should work in tandem.</p> <p>Closing socialisation: <i>something I learned, something I already knew, something that could be better if...</i></p>
	<p>Opening socialisation</p> <p>The 2/3 participants chosen at the previous meeting present the texts and authors they have selected.</p>

<p>20 March 27 March 10 April 17 April 8 May</p>	<p>Reading exercises: every participant reads the text he/she has chosen and a short biography of the author or explains the reason for his/her choice. Short videos will be filmed so that the participants can watch and self-assess their performance.</p> <p>Every reading is followed by a group discussion, making suggestions on the forms of expression that are most creative or suited to the skills of each participant. The discussion is followed by further reading exercises based on the group's suggestions.</p> <p>These reading exercises alternate with writing exercises on handwritten/autobiographical texts, in the common/native language, developing topics inspired in existential activities/factors that foster coexistence, wellbeing and pleasure. The volunteers/mentors involved will translate the texts into Italian.</p> <p>Simulations and role playing, improvisation techniques and live staging.</p> <p>Other participants undertake to present new texts and authors, or their own texts also written in their native language, at the next meeting.</p> <p>Closing socialisation</p>
<p>Assessment of the initiative</p>	<p>Opening socialisation</p> <p>Group review and assessment of the initiative and of the performances, also with a view to organising public shows.</p> <p>Group assessment on how to introduce additional elements to the staging (background music, dancing and body expression), and complementary initiatives such as Italian literacy and computer science courses.</p> <p>Closing socialisation</p>
<p>15 May 22 May 29 May 5 June 12 June</p>	<p>Opening socialisation</p> <p>Further reading and writing exercises, along with the organisation and realisation of public performances/flashmobs in collaboration with associations/local establishments/events.</p> <p>Communication planning and management: advertising on Facebook and other dissemination activities addressed to the community and to traditional media.</p> <p>Closing socialisation</p>

Chart with some participants' pictures of the workshop-lab meetings

ITALY – BOLOGNA

Justify the coherence between the planned training path and the action plan for the develop of a possible CSE drafted within OUTPUT 3 (example: technical or transversal training, productive/ professional sector and so on...).

The training activity realized within the MILAR project was implemented to integrate a more structured training program financed with funds coming from a Banking Foundation (Carisbo Foundation), ASP City of Bologna through SPRAR resources and the European Social Fund (training courses for working integration of fragile and vulnerable people). Before defining the connections between the training activity and the development of the « Cantieri di Comunità » carried out within the IO3 framework, it is advisable to read the chart in paragraph 2, which outlines the overall training activity structure (highlighting the origin of the funds).

The following reflections can be formulated from what is indicated in the chart;

1. A highly complex path has been implemented, which has involved the interaction between different professionals and the planning of progressive steps, each one inter-related to the previous one, allowing the development of a process aimed at progressive training objectives, considered as a central element of the MILAR Model;
2. The integration of different operators of the public and private sector permitted to create a good relationship linked to the actions of the Cantiere di Comunità (for the technical and transversal training objectives definition) and the application of a joint and thorough participants identification;
3. The integration of different economical sources of financing has favoured a structured and long-term planning process. It helped to plan the different steps of the training actions and has decreased the risk of a repetition of interventions. In other situations, the coexistence of different sources of funding, has decreased the effectiveness of this kind of training.

Therefore, the progression of the various training steps, the joint planning of the concrete actions that led to their realization, the involvement of different professionals, are to be considered key elements of the MILAR Model.

Regarding the connection between the training and the development of the Community Sites carried out at «la Tiz » Osteria, we can express the following observations:

1. The training activities carried out in the maintenance of the green area were aimed at increasing the professional skills of asylum seekers in a sector of development of the «Osteria» and of the cooperative that manages the activities, as outlined in the Action Plan / Business Canvas formulated in IO 3. It refers, in particular, to the management of the Urban Gardens adjacent to the «Osteria», whose management was granted by the District San Donato / San Vitale to the cooperative during the month of October 2018. Therefore, the plan of development of educational activities (use of garden spaces to develop educational projects in collaboration with the school system and the social private sector) and production (sale and direct use in the kitchen of the garden's products) was supported by a specific professional training in this sector;

2. The professional training carried out in the green maintenance sector has allowed the participants to fulfill a training activity in maintenance of public parks. This activity was carried out in close collaboration with the « Il Parco » Association's volunteers, key players in the Community Yard which is responsible for the green area's maintenance of the park surrounding the «Osteria». In some cases, they also acted as teachers during the training activities. In this case the training was characterized by relationship and «contamination/exchange» between existing experiences and some representatives of the reference community;
3. The internships carried out in the green area's maintenance were aimed at strengthening the goals set out in points 1 and 2, therefore giving strength to the development of the Action / Business Canvas Plan referred to the Community Gardens;
4. The professional training in the catering sector was aimed at increasing professional skills in a central sector of the cooperative. The development of this training is explained in the Action Plan produced in the «Cantiere di Comunità»;
5. Traineeships carried out in the catering area were aimed at strengthening the goals set out in point 1, as to give strength to the Action Plan development related to the catering sector;
6. Internships funded by SPRAR and the European Social Fund will be aimed at approaching the «unprotected» labor market (for people with sufficient skills). In fact, for most cases, these paths will be carried out in different fields, not necessarily in the cooperatives that have hosted them until now;
7. The path relating to the increasing of job skills, realized transversely through a return in the classrooms every 15/20 days during the course of the internship, was aimed at supporting the effectiveness of the training courses and promoting labor market knowledge and the rules applied in work contexts. This has all been considered a central point to increase the capacity of social development and working autonomy of asylum seekers through actions that would complete technical skill development.

To summaries, the professional training activity, defined as «integrated», was actualized as detailed in the above description. It had a strong focus on the objective of developing a Social Business Community as outlined in the Action / Business Canvas Plan implemented during the I 3. The entire training course was centred on the «Cantieri di Comunità» reference and carried out as planned in the IO3 as followed:

1. The technical and professional training was mainly carried out in the catering area and in the vegetable gardens adjacent to the Community;
2. The Community has been considered, during the course of the training, as a common good able to strengthen the sense of belonging of the beneficiaries. It offered them the opportunity to carry out an experience in a «not» anonymous context, but experienced as an active participation shared by different actors;
3. In the course of the training, representatives of the «Il Parco» Association were involved as teachers. They are considered as the main reference for the majority of the citizens who live in the neighbourhood.

To indicate: forecast n. of participants, duration of the path (in hours); duration of tutoring or other forecast activities (in hours) such as: coaching, mentoring, meaningful testimonies, training set (class, individual, group, job shadowing, enterprise, visits...).

The participants involved at the beginning were: 10

	N°	Action	Utility	Notes
M I L A R: Inclusion models Refugee work	1.	Selection and orientation of the participants - 10 people -	Identify motivated people both with respect to the project and the proposed profession	Activity carried out in collaboration with the Municipality of Bologna and ASP City of Bologna; MILAR resources and CARISBO Foundation were used
	2.	Medical examination by the occupational doctor - 10 people -	Aimed to evaluate if the work activity chosen by the person is medically sustainable for her	Funds CARISBO Foundation
	3.	Generic job security training low risk - 10 people -	The certificate is the personal heritage of the person, becomes part of the curriculum, facilitates job placement.	Funds CARISBO Foundation
	4.	Specific work safety training low risk - 5 people -	Green The certificate is the personal heritage of the person, becomes part of the curriculum, facilitates job placement.	Funds CARISBO Foundation
	5.	Specific workplace safety training low risk - 5 people -	Catering The certificate is the personal heritage of the person becomes part of the curriculum and facilitates job placement.	Funds CARISBO Foundation

	6.	Training course lasting 50 hours Area Management and Care of public and private green spaces - 5 people -	Personal experimentation in the chosen professional field, through laboratories managed by teachers and by the tutor (including PPE and consumables)	Funds CARISBO Foundation
	7.	Training course lasting 50 hours in catering - 5 people -	Personal experimentation in the chosen professional field, through laboratories managed by teachers and by the tutor (including PPE and consumables)	Funds CARISBO Foundation
	8.	Training internships in non-profit or welcoming companies	Implementation of the 3-month full-time training course (38 hours per week) for 10 people (5 in the green area and 5 in the catering field) in protected contexts	Funds CARISBO Foundation
	9	Group training lasting 24 hours - development of job skills for the working sector	Group training carried out during the internships period. Implemented through returns in the classroom for the 10 participants in order to intervene on the enhancement of transversal skills also linked to the work field	MILAR Funds
	10	Training internships in profit or non-profit companies	3 months for all the participants who highlighted their motivation and respected the commitment taken	Work Area Resources SPRAR and European Social Fund - at the moment (November 2018) not yet carried out; it is expected to start from January 2019

	11	Project Management	Coordination, tutoring and connection management between the public and private network collaborators	Funds CARISBO Foundation and MILAR
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Define and describe the tools that could be useful in the toolkit for refugees

1. Orientation interview board - tool used for orientation and initial selection interviews; the interview card was established and improved over time with the instruments in place at the Bologna Employment Center;
2. Internship diary - an instrument that helps asylum seekers who are doing an internship or any formative / work experience to represent the dynamics of the path they are taking, as it is difficult to express verbally the critical issues and positive factors of this experience. This tool, besides favouring the improvement of the Italian language, helps with the possibility of self-analysis of the working experience, increasing the possibilities of action and encourage processes of self-regulation of the path they are following;
3. Introducing at skills they need for work: used during the meetings to provide a first definition of technical and transversal skills (highlighting the differences) and to clarify the importance of the need for growth of both these skills;
4. Work because: a tool used to encourage reflection on one's own experience and professional goals;
5. Active research: used during the meetings to develop the first knowledge about the active search techniques of a workplace;
6. Active job search: questionnaire: tool used at the end of the activities to measure the effective acquisition of learning objectives.

In every case, these are the tools that help to:

2. Clear the work experience that is actually taking place, encouraging reflection on their behaviour, the actions of colleagues and analyze the business contexts in which the activity takes place;
2. To increase the knowledge of labor market rules, of the working rights and obligations and of the active job search methods;
3. Approaching the Italian cultural and social context, through knowledge of the labor market;
4. Strengthen the possibilities for mutual help and the ability to stay in a group, through sharing similar situations and experience with common characteristics;
5. Maintain a work place, since the development of transversal skills should be considered as crucial as the increasing of technical skills;
6. Perform an analysis of their skills starting from themselves and their own experience that is being carried out.

These are not tools created specifically for the MILAR project, but already existing tools that have been used, partially adapted for the MILAR users.

Descriptive title

WORKING SKILLS

Skills list / learning objectives

COGNITIVE - INTELLECTUAL SKILLS

PROBLEM-SOLVING is the ability to analyze and interpret the useful elements for the identification and application of effective solutions even in problematic situations. It is distinguished in the ability to analyze a problem, breaking it down into essential segments that are, however, linked by logical connections; ability to synthesize the important elements that emerge from the analysis of the problem, arriving at the proposal of feasible solutions.

INNOVATIVENESS refers to the approach to problems characterized by a certain freedom in dealing with information of a homogeneous nature and by researching and elaborating innovative ideas and original solutions.

COLLECTION AND PROCESSING OF INFORMATION is the curiosity in having the exact information to define a problem, identify new project ideas, improve management systems in place and arriving at the proposal of feasible solutions.

REALIZATION COMPETENCES AND MANAGEMENT

SENSE OF INITIATIVE is the predisposition to act. The initiative is to do more than is required by the task or expectations of the role played, with the aim of improving or refining job results, or avoiding problems, or finding or creating new opportunities.

OPERATIONAL CONTROL is the ability to monitor the progress of a project linked to deadlines; verify the completeness of the data, highlight any shortcomings or weaknesses and take action to maintain order in the established systems.

FLEXIBILITY - OPERABILITY is the ability to know how to apply the rules-procedures in a flexible way taking into account the peculiarity of the situation, in order to reach a goal of wider scope.

RELATIONAL SKILLS

AVAILABILITY FOR INTERPERSONAL RELATIONSHIPS implies the desire to understand others; it is the ability to listen carefully and understand and respond to the feelings and concerns of others even if not expressed or partially expressed.

VERBAL COMMUNICATION (not only related to the knowledge of the language) is the ability to express clearly and effectively personal thoughts. It is also the foundation of negotiation skills, understood as skills to guide, stimulate individuals or groups in resolving conflicts and / or seeking solutions of mutual interest.

GROUP WORK implies the desire to work in collaboration with others, to be part of a group rather than working alone or in competition. It is the individual's ability to establish contacts with other subjects in order to achieve results that go beyond the sum of the individual members contribution, arising from a mutual influence of opinions.

PERSONAL EFFECTIVENESS SKILLS

SELF-CONTROL is the ability to maintain control of one's emotions and to avoid negative behaviour in front of opposition and hostility of others or in stressful and emotional work situations.

SELF CONFIDENCE is the conviction of being able to fulfill a task, to take decisions or to convince others in any situation, even critical, or to react constructively to failures.

FLEXIBILITY is the ability and willingness to adapt and work effectively in a wide range of situations or with different people and groups.

COMMITMENT TO THE ORGANIZATION is the ability and willingness to align one's behaviour with the needs, priorities and objectives of one's organization.

WORKING SKILLS

BE ABLE TO ADAPT TO A WORKING ORGANIZATION'S RULES is the ability to assimilate and implement the main rules that regulate the organization's working life, such as compliance with schedules, different company roles, the methods of application of the various working contracts.

USE OF THE MAIN PUBLIC AND PRIVATE SERVICES is the ability to use the various public and private services, both in terms of job searching, but also as regards to the services of social security, health and trade union.

RESEARCHING A WORKPLACE USING CORRECT AND EFFECTIVE MODALITIES is the ability to prepare a CV and a cover letter, to use the different job search sources (computer and paper), to be able to manage a job interview, to be able to present and represent themselves.

Note that, in view of the complexity of the above mentioned skills, during the MILAR project, only an initial reflection was initiated on the basic typical aspects of each of them.

Skills list / learning objectives	
Abstract	SEE CHART PARAGRAPH 2
Equipment materials Instruments to be used	<ul style="list-style-type: none"> - Teaching room with video projector - Equipment and clothing for the maintenance of green areas Equipment and clothing for catering Personal protective equipment
Step by step instructions	NOT COHERENT
Methods	<ul style="list-style-type: none"> Cooperative learning Teamwork Educating community
Measurement Assessment	<p>/ The coordination and the overall tutoring of the training activity, meant as the overall activity, was carried out by representatives of the social cooperative IT2.</p> <p>The «system» activities, intended as the construction and maintenance of the project's governance and the team work between the various public and private organizations, was managed by OPEN / CEFAL representatives.</p>
Recommended duration	

Notes / important information / remarks	
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What different methods can be used in the training (for example mentoring etc)

In other parts of this report, it can be observed that the centrality of the proposed activity was the possibility of integrating different training courses, each planned to achieve a single objective. The «integrated» training was carried out almost entirely at the Osteria Social Tiz and not only during the phase financed by MILAR. It allowed the development of professional «paths» within an educating community where different professionals were alternating (technical professionals, volunteers and tutors).

Therefore, during the training activity, an exchange between teachers, students and volunteers was possible through the involvement of the «Il Parco» Association’s volunteers acting as the green area’s training teachers. This experience went on in a non-anonymous place where productivity was not the central element, but where exchange and relationships continued to be the central part of the action.

It should be noted that the tavern Tiz also hosts other training courses, in particular aimed at people with disabilities. This factor has allowed a contamination between the different participants, encouraging the possibility for asylum seekers involved in the training to experiment a particular community where the value of relationship is the basis of every decision.

What kind of validation and certification can be useful?

Regarding the unit relating to SKILL COMPETENCES, implemented with MILAR resources, the students will receive an evaluation questionnaire (see attachment) in order to understand the level of skills acquisitions covered by the activity at the end of the course.

At the same time, the students will be asked to express their satisfaction linked to the experience they lived. A certificate of attendance will be issued stating the progress of the course.

Give example and suggestions of assessment tools that can be used in the assessment of participant’s skills and competences.

SEE ATTACHEMENT

What risks/dangers do you see with the training, how do we handle dropouts and sustainability?

The possibility of implementing a training course integrating different fundings (Fondazione Bancaria, European Social Fund and Erasmus Program), with a monitoring and support action carried out by a network of complex actors, belonging to public and private services and with a long-term perspective, as it has been possible in this situation to plan a long and articulated

learning path that could foresee progressions (orientation, technical base training, internship in a protected context, training in unprotected profit context, single tutoring and group comparison moments), leads us to underline that the risk factors can be identified as so: the need of important economic resources. We are in presence of a complex and articulated training model that implies a management action that is not always possible like in this actual case, requiring a strong economic resources commitment.

ITALY - MILANO

Justify the coherence between the planned training path and the action plan for the develop of a possible CSE drafted within OUTPUT 3 (example: technical or transversal training, productive/ professional sector and so on...).

A&I, through another project, has promoted the social and work integration of asylum seekers. From January to June 2018, through job orientation services and volunteer activities in local association, more than 150 people has been involved. Thanks to the debates during the courses, the participants have shared their training and job needs, and also the idea for their professional future. The most motivated participants has been chosen with the aim of using their competences to develop a social and employment inclusion, in connection with the creation of a community social enterprise. To reach the goal of Milar project of creating the community social enterprise, different professional sectors have been individuated in combination with the competences and individual work projects of italian and foreigner people involved in the project. Among the asylum seeker has been developed professional training in food field above all to work in the kitchen and bread-making; then also in gardening and green areas maintenance, information technologies... Eventually it has been decided to put more attention in one of the needs for the creation of community social enterprise: communication and relationship with the customer. We organized a training course for sales clerk for the io4 that will develop some of the useful skills for the project's objectives; before the start of the course we presented the possibilities to use these skills in the nascent social enterprise of community, proposing the possible meeting with the promoter group.

To indicate: forecast n. of participants, duration of the path (in hours); duration of tutoring or other forecast activities (in hours) such as: coaching, mentoring, meaningful testimonies, training set (class, individual, group, job shadowing, enterprise, visits...).

Participants 13, duration 100 hour, tutoring 95 hours

Define and describe the tools that could be useful in the toolkit for refugees

Training course for sales clerk:

The course wants to develop and improve the social skills related to the sales clerk job, with specific attention in communication.

The program deals with the customer assistance, public relationship, efficient communication management, sale's strategies and promotion techniques.

The participants must reach working autonomy and will develop listening and communication abilities to welcome customers, understand their requires and maintain good relationship with them, with the work team and the supervisor.

The focus of the course will be also the soft-skills; so the participants will be supported in training themselves for job interviews and in creating the Curriculum Vitae.

Since the course is specific for asylum seeker/refugees people, it includes lessons to improve italian language to be ready for speaking with customer.

Thanks to the participation of a legal consultant, the participant will receive important information related to immigration laws, job contracts and work general rules.

this is the list of activities:

Tuesday, 16 October 2018 4 hours: Basic security

Wednesday 17 October 2018 4 hours: Italian

Thursday 18 October 2018 4 hours: Elements of labor law

Friday 19 October 2018 4 hours: Italian

Monday 22 October 2018 4 hours: Italian

Tuesday 23 October 2018 4 hours: Specific security

Wednesday 24 October 2018 4 hours: Introduction

Thursday 25 October 2018 4 hours: Sales approach

Friday 26 October 2018 4 hours: Effective communication and sales strategies

Monday 29 October 2018 4 hours: Standing + Company Mission

Tuesday 30 October 2018 4 hours: Effective communication and sales strategies

Wednesday 31 October 2018 4 hours: Sales techniques

Monday 5 November 2018 4 hours: Non-verbal communication

Tuesday 6 November 2018 4 hours: Effective communication and sales strategies

Wednesday 7 November 2018 4 hours: Non-verbal communication

Thursday 8 November 2018 4 hours: KPI's (Key Performance Indicators)

Friday 9 November 2018 4 hours: Effective communication and sales strategies

Monday 12 November 2018 4 hours: Role Plays

Tuesday 13 November 2018 4 hours: Effective communication and sales strategies

Wednesday 14 November 2018 4 hours: Italian

Friday 16 November 2018 4 hours: Italian

Monday 19 November 2018 4 hours: Italian

Wednesday 21 November 2018 4 hours: Elements of active job search

Thursday 22 November 2018 4 hours: Elements of active job search

Friday 23 November 2018 4 hours: Elements of active job search

What different methods can be used in the training (for example mentoring etc)

In the plan of the course there are also practical exercise and role-playing; the improvement and development of new competences will be the result of practice.

What kind of validation and certification can be useful?

each participant will have a certificate of participation where the skills acquired will be indicated; the profile will be included in our database and then there will be the possibility of demand-offer matching with other projects managed by the cooperative (beyond Milar) where there is availability.

Give example and suggestions of assessment tools that can be used in the assessment of participant's skills and competences.

We implemented an evaluation grid for teachers and for the skills acquired. If you need I can send you the scanned results.

What risks/dangers do you see with the training, how do we handle dropouts and sustainability?

The course is linked to the work done with the development of the CSE, but there is no certainty that the CSE will be able to take on all the participants. Another problem is the high cost of the process, which is why we used different funds (Milan municipality, Cariplo Foundation, etc.) that have co-funded the Milar project.

UNITED KINGDOM – EALING (LONDON)

Justify the coherence between the planned training path and the action plan for the development of a possible CSE drafted within OUTPUT 3 (example: technical or transversal training, productive/ professional sector and so on...).

As documented in IO3 – A number of meetings were held between organisations and professional persons all with an interest in the goals set out by the MILAR project. These key actors and stakeholders presented what they could provide to aid MILARS goals. Simultaneously research was conducted by the EEC – Yousif J. Karauli specifically regards to education, training, language, soft skills and interpersonal skills.

Refugees were asked regarding what they felt was most required. This took place during the one to one sessions and focus groups the EEC conducted as well as the Focus group sessions.

An important factor to be highlighted at the very beginning in respects to the United Kingdom is the effect of legislation; namely the restrictions imposed on refugees and Asylum seekers which stem from law.

The Milar project attempts to promote social inclusion and employability for members of the Refugee community – It is for that reason and the legal restrictions mentioned above, that the EEC have sought to promote MILAR in the UK as follows:

- 1) Refugees would be offered both training opportunities under IO4 and employment opportunities from private to those in line with a SCE model.
- 2) Whereas Asylum Seekers would only be offered and encouraged to participate in IO4 training services due to restrictions imposed on by the UK Immigration law.

It is the later i.e. Asylum seekers who are prevented from working in the UK until they have been granted refuge (legal status) namely refugee status. The impact of this will be discussed further in the paragraph **highlighted in blue.**

The methods of training and education considered and adopted in the UK were discussed, evaluated, analysed and agreed upon by LMT – That is individuals and organisations who are equipped and possess the resources and skill set to provide training and education to refugees and asylum seekers.

The LMT agreed to consider the following methodologies or educational inputs:

- 1) English lessons
- 2) IT lessons

- 3) Business workshops
- 4) Mechanical workshops
- 5) Food and hospitality workshops
- 6) Online classes
- 7) Soft skill one-to-one sessions and classes

These options or potential options for refugee and asylum seeker engagement were then proposed to each refugee and asylum seeker that the LMT worked with during MILAR.

The categories highlighted in green from the list above were the ideas that the LMT had agreed were the most vital – They were what the LMT defined as primary sources of education. This is justified by the importance in the UK to have a relatively strong ability to communicate – a factor that is considered as crucial by all potential employers.

Further the ability to use a computer and develop ones IT skills was considered a primary skill – One of equal importance to English proficiency

The categories highlighted in gold are those training activities and avenues of education which were identified during the process of IO3 – Specifically through the conducting of stage 1 focus groups with refugees and asylum seekers; also holding one-to-one sessions as the LMT were able to assess what avenues, fields or industries can be targeted whilst linking it back to the skill set of the refugees and asylum seekers who were engaged in Milar.

The Asylum seekers who are involved and engaged with MILAR were not merely pushed aside but worked with within the ambit of the law – Providing them the education and training which was offered to refugees was seen to be a method of encouragement. Many of these individuals felt that there was no support therefore, given them the opportunity to study, learn and develop new skills that can be applied to case specific and general industries.

Finally the categories highlighted in turquoise are those considered secondary – Although refugees and asylum seekers could utilize these resources and treat them with the same primary importance, the LMT deemed them as supplementary and offered to specific individuals dependent on their unique circumstances and aspirations.

During the one to one meetings with refugees and asylum seekers time was allocated to identify potential employers, carers and self-employment opportunities – Specifically through the LMT member GOSAD and Dadaal.

Refugee training with Starbucks – This is a new initiative/project funded by Starbucks offering specifically refugees an opportunity to train as a Barista and potentially enter into employment with Starbucks – A number of refugees were selected for this opportunity through MILAR project.

Trade mark registration and company registration was provided for two separate start-up companies in UK by Yousif J Karauli in addition to legal advice in regards to those business mediums.

These categories will be defined in more detail in question 2 of this Grid.

The action plan created and innovated by the LMT in the UK is inseparable to the training activities promoted during the IO3 step 2 and contained in IO4. They are to be considered hand in hand as both complement each other's aims.

To indicate: forecast n. of participants, duration of the path (in hours); duration of tutoring or other forecast activities (in hours) such as: coaching, mentoring, meaningful testimonies, training set (class, individual, group, job shadowing, enterprise, visits...).

The methods of education and training were discussed by the LMT and were broad – Due to the helpful input provided by the University of West London, GOSAD and the research and analysis of such research derived from the focus groups with refugees and one-to-one sessions the following was ideas were explored in relation to:

Duration – In relation to the primary sources of education/training it was considered to be appropriate to consider both short term and long term courses specifically for IT, English lessons and for the soft skill workshops.

The justification or rationale behind this is because of the importance discussed above and even more so due to the potential impact of these classes having on refugees and asylum seekers. It was agreed that from previous classes and training, such activities go hand in hand with MILAR's aims and objectives namely their social inclusion.

Evidence of this is based on the conduct of an ESOL group class by a fluent English speaker and Legal advisor – This example of a lesson brought together a wide range of individuals from the Middle Eastern community, it engaged them both with the study of English but also promoted and encouraged social communication between the attendees. The factor that this lesson consisted of more than 6 individuals and provided those in attendance with activities to do both individually and as part of a group, worked on both their English and ability to work in team activities – A crucial part of employment and a characteristic or skill which is regularly sought after by employers.

English classes such as these are both fixed with respects to their duration and also accredited thus individuals would upon completion and successfully passing an examination obtains a certificate. Such certificate is provided by the facilitator on behalf of ESOL/ILET's both boards of education which are considered to be of a satisfactory standard in order for an individual in certain jobs to work for example 'taxi-driver' in the UK pursuant to the changes in regulations by Sadiq Khan – Mayor of London.

The amount of hours in relation to English can be broken down as follows:

Private study: It was advised to students to engage in 5-9 hours a week

Classroom based studies: 1-2 hours of lessons per week.

The amount of hours in relation to IT can be broken down as follows:

Private study: This dependent on access to IT facilities – A challenge that was hypothesized by the LMT at a relatively early stage. The solution provided was to encourage refugees to enroll on free internet access through public libraries services which is open to anyone that has an address.

Classroom based studies: 1-2 hours of lessons per week.

The soft-skills workshops concept proved to be more challenging to engage refugees and asylum seekers in attending particularly due to the lack of awareness regarding C.V importance, interviewing skills and cover letter drafting. This service was made open to anyone who was interested and consisted of both one-to-one and group sessions.

The Street Mission, GOSAD and AWL provided this service – despite the initial challenges it was considered to be a successful set of lectures, workshops and one-to-one sessions with those in attendance. It created the opportunity to develop each individual skills and adopt a **bespoke** or **tailor made** approach when providing support to refugees and asylum seekers. This one-to-one support was provided to both men and women as the LMT concluded once the focus groups were completed that some refugees and asylum seekers preferred the privacy in discussing their weaknesses and possible strengths in an environment which protected confidentiality.

- 1) Business Workshops – AWL have innovated a form of training/workshop which concentrates on setting up a business within the UK and thus promoting MILARs objectives of promoting the bottom up empowerment process.

The LMT have utilized this medium/platform offered specifically for refugees particularly for those who are considering creating their own businesses in the future.

Define and describe the tools that could be useful in the toolkit for refugees

Example of activity/tools that can be in the different modules for refugees

The activities/tools that could be useful in the toolkit for refugees is considered in the UK as case specific – As the LMT conducted a detailed micro-analysis of what each refugee considered to be a career path suited to them in addition to evaluating refugee needs on a marco-level. The two provided some details which applied to all refugees and some only specific to some dependent on the industries discussed.

Descriptive title	Promoting a Business
Skills list / learning objectives	Marketing using – Social media and word of mouth. Confidence building

Abstract	Marketing of a business start-up whether it be a sole trader, LLP, private limited company or Social Enterprise in the UK is crucial in achieving economic success – Therefore, refugees and asylum seekers were provided with tools, resources and skills to create/innovate their own marketing strategies with the guidance of members of the LMT such as AWL/The Street Mission/Dadaal and EEC.
Equipment – materials - Instruments to be used	IT equipment Software
Step by step instructions	<p>Task 1</p> <p>It was explained to those in attendance who were interested in starting up their own businesses what the importance of doing so is – One to one sessions proved to be very useful as each refugee and asylum seeker were considering different industries. For example those that ventured into the mechanical and restaurant industries were not interested at this present time to develop such skill however, the option was made available to them in the future.</p> <p>Refugees that showed interest in this skill are specifically those engaged in Door-to-door selling and those setting up a Market stall to sell goods – As good and successful marketing of those goods are essential in the businesses stability.</p> <p>Task 2</p> <p>There were a variety of marketing idea discussed namely:</p> <ul style="list-style-type: none"> - Leaflets - Social media - Business cards <p>All of which were evaluated by the LMT and it was considered most appropriate to use/promote the use of social media and leaflets.</p> <p>Social media was used as it allows access and advertising to a wide range of persons within the community. Leaflets are still effective in town halls, religious centres and public places of interest.</p>
Measurement / Assessment	Before completion each marketing tool – members of the LMT would review and evaluate the effectiveness, providing constructive criticism on ways how to improve it.

Recommended duration	Flexible: During a one-to-one training session – 2 hours Privately – Quantified Classroom – 2-3 hours
Notes / important information / remarks	https://www.edx.org/ - This website in this scenario was used as a primary tool it provided refugees and asylum seekers with the opportunity to practice their skills in marketing at the comfort of their own homes or libraries without any time restrictions or pressure.

What different methods can be used in the training (for example mentoring etc)

The variety and different methods of training and education offered and provided to refugees and asylum seekers was based on their current standard of education and skill set, what work and or industry they seek to enter both in the short term and long term.

The idea of long term and short term ambitions for an employment perspective was evaluated by the LMT and the discussions that formed from it were important in motivating and encouraging refugees and asylum seekers to consider what exactly they wanted – Not limiting or pushing them to do something they did not seek for themselves, thus working in line with MILARS aim of bottom up empowerment of refugees.

Motivational speaking and mentoring proved to be an effective method which was used during the one-to-one focus groups and training sessions – It enabled the mentor to inspire, encourage and build confidence with the mentee i.e. the refugee.

Hands on practical training – In some industries for example the restaurant, clothing and mechanical markets the theoretical and academic element of training is not necessarily the most vital to be employed. Although in those industries to reach the highest positions one would need qualifications however, generally it is not considered to be the most important aspect. In reality what is considered to be most valuable is hands on experience, the ability to tell a future employer that one has a set of skills and knowledge which has actually be implemented and applied in real life.

This proved to be of importance for Fouad Al Shaker who was trained by KYZ a private limited business startup focusing on motor vehicle repairs and subsequently employed by the same company – Due to the potential and training received i.e. being able to show case a set of skills rather than on written form or hypothetically but in real life circumstances and scenarios. This business was set up by a member of the LMT for a refugee and therefore opened the door for other refugees to be trained and progress.

Online lessons/lectures/presentations as provided by EDX can be a helpful medium for independent studies which provides an element of interaction and assessment throughout the courses provided.

What kind of validation and certification can be useful?

The accreditation or certification that could be administered for each educational/training activity differed.

Due to the United Kingdom namely the LMT lead by Yousif J. Karauli and the EEC attempting to participate or engage refugees and asylum seekers in multiple activities/industries the idea of certification varied based on that industry or skill being learnt.

An example was the Restaurant and hospitality training provided by a physical restaurant a key-actor in the IO3 process. This hands on experience was great importance to those refugees and asylum seekers who wanted to gain a skill set which mirrored the skills required in the restaurant industry.

On evaluation the ability or option to provide certification was deemed as the better option on the following principles:

- 1) Sense of achievement upon completion or passing a course
- 2) Evidence of skills – Can form part of a portfolio for interviews
- 3) Provides a good reference

However, due to the nature of this training provided during the Stage/Step 2 of IO3 and although possible to provide certificates it was considered to carry far less weight if it were issued by an authorised body, education provides or organization. Therefore, to compensate for this aspect of training provided through the LMT in the UK by way of MILAR; EdX an international teaching provider was contacted by Yousif J. Karauli on behalf of the LMT and it was agreed that the online lectures, workshops and learning resources/materials can be used for the purposes of MILAR by refugees and asylum seekers.

The benefit of such an agreement was that upon completion of many of the courses – There was an option to obtain/receive a certificate one which was accepted and deemed to carry weight in obtaining employment. Furthermore, many of these classes were free and thus allowed refugees and asylum seekers the opportunity to learn and develop new skills and explore new subjects and potentially allowing them to feel a part of something (International platform)

The website for EdX is - <https://www.edx.org/>

Evidence of informal agreement between UK LMT and EDX to use their resources or make there resources accessible by refugees and asylum seekers engaged in MILAR can be if requested.

Give example and suggestions of assessment tools that can be used in the assessment of participant's skills and competences.

English lessons: Communication is vital in the majority of industries in the UK – Therefore the following are important forms of communication which simultaneously required to be tested/assessed and measured:

- Verbal communication
- Written communication
- Reading

Being tested/assessed on these factors was deemed to be an integral way to measure an individuals progress in achieving a fluent/intermediate or even basic standard of English fluency. As discussed above, there were a number of different providers and platforms which were used to teach English in the UK.

However, in respects to the different methods of assessments both used and which could be used in the UK or elsewhere are as follows:

- Online assessments OR Electronic assessments – This could be both interactive exercises, a set of Multiple choice questions, or long written form essay question and answers.
- Traditional classroom environment of testing
- Presentational assessment - Requiring students to present their findings of research, experience, project to a classroom or assessor using visual aids if appropriate.
- Practical assessments – In situations where the work/industry requires hand on dexterity or application it may be necessary to based assessment not only on theoretical work but also on hands on practical work also.

What risks/dangers do you see with the training, how do we handle dropouts and sustainability?

Time keeping, punctuality, overall engagement and dropping out were all issues and challenges that the LMT in the UK feared and in some cases faced.

It is a difficult task to ensure that refugees and asylum seekers are committed in attending – Upon reflection and discussion with some of those individuals, it was discovered that they considered short term relief such as benefits (welfare), children’s education a priority in comparison to their own development.

This response differed in regards to the younger generation of refugees who wanted to acquire the knowledge and skills for self-development. The issue however, regarding the younger demographic of refugees was their commitment and punctuality – On one hand some showed a real desire to learn whilst others were reluctant and took a more laid back approach. The solution adopted in those situation was emphasizing the importance of such skills and lessons and showing those individuals what they could achieve in they worked hard to pursue such goals.

Any suggestion of what is important to include in the toolkit?

Clear layout of all the skills that a refugee or asylum seeker should or wishes to seek and achieve – Linking those skills to the **how**, i.e. how can they achieve those skills and therefore, listing all of the methods and tools that can be effective in achieving such skills.

A consideration of support networks – Particularly for long term betterment.

Targets – Both for long and short term training/education courses as it enables those in attendance to feel that they have achieved something, overcome a hurdle and improved between the starting date and the completion date.

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Justify the coherence between the planned training path and the action plan for the development of a possible CSE drafted within OUTPUT 3 (example: technical or transversal training, productive/ professional sector and so on...).

Rather than setting up an entrepreneurship training for total beginners, we used Part 4 of the MILAR project to support one of the existing CSE-type initiatives in Hannover in developing their skills and capacities to operate on the market. A thorough analysis of the socio-economic situation in Hannover, including talks with multiple initiatives working with refugees, resulted in identifying the most suitable partner initiative for the MILAR practice testing: "Unter einem Dach" (English: "Under one roof", short: UeD), a grassroots initiative aiming at promoting refugee integration into the overall society in Hannover with special respect to integration into the labour market. Various aspects of UeD made it an ideal partner for MILAR. This included the non-profit approach of being economically active, and the emphasis on community coherence and social integration in a very unorthodox, community-oriented approach. In a series of meetings and workshops in January to May 2018 we identified the specific training needs for UeD (both permanent staff and volunteers, and refugee coaches) and co-designed a tailor made curriculum with the intent of contributing maximally to the further development of this initiative and its stabilization on the market. The training activities were practice-oriented and used to large extent a learning-by-doing approach. A number of experts in specific areas of interest were hired as teachers / trainers / coaches for the workshops. Activities focused on promoting the entrepreneurship skills of UeD contributors (staff, volunteers, refugees) with special respect to public relations, project planning, and campaigning. As area of training and practice, a crowd-funding campaign was developed and carried out, with various parts such as social media campaigning, film-making, exhibition-making and event-management, but also elements of vocational orientation in the textile industry. The short-term objective of the campaign was providing capital for continuation of operations in 2019 by filling a gap of public funding, as well as contributing to the planned establishing of UeD-owned workshop venues for vocational orientation of refugees (as these activities so far had been carried out in third-party venues).

Reasons for modification of the MILAR standard path

The MILAR project provided an environment to develop activities in the participating towns or regions to promote the creation and operation of Community Social Enterprises (CSE).³ As the standard case we defined: carrying out training activities with refugees/migrants and members of the sitting population to enable them creating and running a CSE. This would be, then, basic entrepreneurship training with focus on social economy and community interest / non-profit activities.

³ For definition of CSE see e.g. the respective chapter in the MILAR „Book of Cases“ (Output 1 of MILAR)

Our analysis of the socio-economic as well as regulatory situation in Hannover (and generally in Germany), carried out under Part 3 of the MILAR project (see report on IO-3), showed that providing basic entrepreneurship training was not the most favourable thing to do. Main reasons were that under the given economic and societal situation in Germany, with a current high demand of labour plus a relatively well-developed system of social benefits for those in need, including refugees, starting one's own business (either as a standard entrepreneur or as a social-economy initiative) was not an attractive way to go for refugees, especially not for those with lesser levels of general, vocational and/or academic training.

At the one hand, as general economy in Hannover (or generally Germany) is in constant search for workers, and accordingly, refugees would always tend to find employment with established firms, not least given the much better income they would get there as compared to the probably meagre and insecure income to be generated through grassroots CSE activities. At the other hand, both for regular employment and for setting up a CSE, the most crucial precondition is good command of German language, and as soon as a refugee is able to communicate reasonable well, he or she was very likely to find regular employment. On top of that, the requirements for running self-employed mini-business (including CSEs) regarding language, general knowledge of the society and the regulatory framework are even higher than those needed for regular employment. Third, the relatively well-developed system of social benefits in Germany makes it unattractive to start a low-income CSE because a) living costs are generally covered by social benefits and b) income generated on top of that would be deduced from benefits, so there is practically no win for refugees to engage in additional social economy activities except of course for the positive psychological and social effects of satisfactory activities and community work. Fourth, the requirements for start-up entrepreneurs in Germany in terms of general skills (literacy, acquaintance with the system, ability to deal with regulatory requirements) and of working capital needed (e.g. simply in order to maintain a legal form of a company, including co-operatives) are extremely high and would hardly be able to be met in a short-term training activity as possible in the MILAR project.

Therefore we decided to adjust the MILAR default path of providing low-level entrepreneurship training to refugees. We decided to cooperate with one of the existing initiatives in Hannover that to greater or lesser extent match the definition of a CSE, and co-create with them a training programme to help them maximally to develop, extend and/or continue their activities and stabilize their position in society (as community activists) and on the market (as economy actors).

Initial attempts to set up a MILAR entrepreneurship training

Much attention was given to selecting a suitable partner organisation in Hannover. The process started in December 2017 with a large event organised as part of the MILAR project, the WeStartUp! BarCamp, a participatory conference with about 100 participants, who were representatives of stakeholder initiatives in the area of refugee work, or interested citizens, and refugees (usually themselves active in some way in community work). The aim of the conference was identifying needs and opportunities in regard of CSE development in Hannover

and the wider region. One of the outcomes of this event was that we (MILAR team VHS Hannover) got into contact with a number of initiatives that seemed feasible as partners for future co-operation in the MILAR project.

Opening session of the WeStartUp! Barcamp in December 2017.

More pictures of the event see below in the picture appendix.

Subsequently, in the earlier months of 2018, we carried out a number of meetings, workshops and background talks (as part of the activities of the MILAR *Local Multidisciplinary Team*) to assess the opportunities for cooperation in MILAR for promoting CSE activities. (This process has been described in detail in the IO-3 report of VHS Hannover). Opportunities assessed were

- Social Innovation Centre – an initiative of the Hannover Region (administrative unit) for promoting social entrepreneurship. This programme was going to be started in June 2018, aiming at supporting a number of startup entrepreneurs with social-economy focus.
- Werkstatt-Schule KoPro project: *Werkstatt-Schule* is an association in Hannover providing general and vocational education to students with special (social) needs. The KoPro project is an award-winning project of *Werkstatt-Schule* to provide young refugees with vocational orientation combined with language training and social integration. We discussed with them the opportunity of developing an add-on module for their six months vocational orientation programme for young refugees. The module would provide entrepreneurship training, which had not been part of the KoPro curriculum so far. This seemed to be a good and realistic opportunity, but we eventually decided against it because we did not find CSEs to be a favourable way to go for the specific participants of the KoPro project (young refugees with interest in technical occupations) because regular employment would be the much more attractive way to go for them, and the entrepreneurship training would basically be wasted on them.
- Setting up entrepreneurship training for refugees from scratch: We also assessed the opportunities for setting up a dedicated entrepreneurship training course for refugees at VHS Hannover. VHS Hannover has many refugee participants in its current German language courses. Again we found that entrepreneurship training, as useful it may be in general terms to everybody, is not the first interest (and useful thing to do) for refugees in Hannover. Their first and foremost interest and need is learning the language and possibly completing a formal vocational training, or get their training from their home country acknowledged in Germany, and enter regular employment.
- Africa fair trade initiative: A number of meetings were held with representatives of a local initiative to establish a fair trade organisation (start-up business) for supply of agricultural products from Africa (Uganda) to the Hannover market, particularly with coffee, Moringa, and cashew direct marketing, and sourcing from dedicated farmers. The initiative seemed to be very much fitting the CSE idea (although perhaps tending to be developed into a for-profit direction eventually). However, we then understood that the current needs of this initiative were not that much related to entrepreneurship skills, as these were available in the team, and the team was also already in contact with the various organisations in the

Region of Hannover who provide support and consulting to start-ups. The most concrete need of the initiative was financial help to organise travels to Uganda; this was a need we could hardly fulfil in the framework of the MILAR project.

- *Unter einem Dach* Initiative. See below.

Unter einem Dach Initiative

Unter einem Dach (UeD) is an initiative founded in 2015 by people working in the area of culture, arts, theatre in Hannover, with core personalities Aleksandra Faruga and Iyabo Kaczmarek. The initiative was related to the arrival of larger numbers of refugees especially from Syria in 2015, but also from other countries who got accommodated in Hannover initially in makeshift places such as discontinued hospitals and hotels. Living conditions there were difficult, with a rather un-welcoming atmosphere. The initial idea of UeD was to provide the refugees living there with opportunities to do creative work and arts projects. First activities focused on visual improvement of the facilities, by painting the walls, creating furniture out of recycled materials etc.

However, relatively quickly the team understood that home improvement in the makeshift accommodations was not the core need of the refugees. The most important issue for them, besides learning the language, was getting acquainted with the world of work in Germany. Therefore the team changed gears and started to develop activities to help refugees get in contact with businesses in Hannover who offered not only employment but also training opportunities. Thus, a vocational training programme was set up that distinguishes itself from other, similar initiatives through the high level of personal engagement of all people involved.

UeD was then legally set up as a non-profit company (gUG legal form in Germany) with Mrs Faruga and Mrs Kaczmarek as the owners (and a company capital of rather symbolic 2000 euros). This small company then engaged about 10-15 people on regular or occasional basis in its various activities. Activities include:

- Vocational orientation in various branches (including woodworking, construction, textile), including a woodworking training programme, and a constantly operating sewing workshop located in Hannover's largest refugee accommodation center.
- Language training in various forms
- Social and cultural activities
- Assistance to find employment and training in local businesses in Hannover. The core activity here is contacting the companies, and in a process of consecutive meetings, build up trust between the companies, UeD, and the refugee-mentees. Once in employment or training (ideally with a regular training contract which in Germany includes a basic salary) UeD continues to be at hands as a mediator, consultant, backstopping agent, and generally care-for-all in order to mitigate the unavoidable problems and misunderstandings that emerge from different living and working experience on both sides.

By end 2018, about 65 refugees have participated in the vocational training programmes and about 20 have successfully been placed in jobs and training (apprenticeship) in local businesses from various branches of economy such as construction, gardening, hair dressing, etc.

UeDs occupational orientation classes, here: carpentry, in one of Hannover's shared workspaces. A long-term goal of UeD is acquiring own venues for such workshop training activities.

Needs analysis

The main problem of UeD currently (at the time of meetings with the LMT) was that, although remarkably successful in its operations, UeD relied for all activities on various forms of public funding. Grants had been gotten from Hannover municipality, Hannover region, the Province of Lower Saxony, and various other stakeholders in the area of social work and charity. However, the constant need for writing grant applications, and the uncertainty of grant allocation has become a main obstacle for UeD working efficiently.

Various plans were discussed to solve the problem. As a long-term goal there is the opportunity to develop a market production line of activities in the areas of woodworking (furniture on demand), construction (especially house improvement jobs such as tiling and plumbing) and also textile production: small series, especially prototyping for other companies. However, in order to get this into a profit zone, 2-3 more years of work are necessary.

Another long-term perspective for UeD is having their own venues. This plan has been drafted under the name of *Unter einem Dach Quartier*. Various venues (buildings) in Hannover were visited, and currently (October 2018) two objects are concretely in consideration. *The Unter einem Dach Quartier* is planned to host the company's office as well as workshops for the various vocational training activities (wood, construction, textile), and cultural projects. The venue can also include a number of apartments for accommodation of refugees.

A solution for the present would need to include accessing new ways of funding separate from the lines of public funding so far used.

Compliance of UeD with MILAR's CSE criteria

UeD fits the concept of a CSE as outlined by MILAR particularly regarding the following aspects:

- Focus on contributing to the well-being of the community
- Active player in the economy, with the aim of becoming economically sustainable and self-sufficient
- Governance structure with strong community network elements
- Broad range of stakeholders from various parts of the local community (refugees, citizens, entrepreneurs, refugee self-help organisations, etc.)
- Well-connected into a network of organisations including the municipality of Hannover and other potential donors
- A business idea and business plan at hands that seems to be feasible to extend the activities in the long term.

Considerations for the setup of the tailor made training

Co-creation of the training programme for UeD took several steps. We started with evaluating the usefulness of a general (classic, standard) entrepreneurship training for UeD staff and participants, with special focus on helping them to develop their existing business ideas, especially the plan to achieve their own venues with workshops for vocational orientation for refugees (*UeD Quartier*). However, it turned out that general entrepreneurship training was not the most eminent need of UeD in the phase of development where they were. Also, we had problems finding suitable coaches for such a programme, as coaches for general business development are available (but expensive), and coaches with special experience in CSE type developments were even more difficult to find, especially on short notice.

Consequently we opened up the scope of considerations and focussed on the very specific and practical needs of UeD in their current state of development. We identified a strong need for support in creating a crowd funding campaign in order to mobilize funds for the continuation of the UeD operations (especially providing vocational orientation and job placements for refugees) in 2019, as there was going to appear a gap in funding from public programmes.

General concept of the training activities

The workshop programme developed for UeE focussed on the concrete needs of UeD in their current phase of development with special respect to becoming more financially independent of the various sources of public funding used so far.

Workshops were centred around a crowd-funding campaign and included:

- Use of crowd funding platforms
- Public relations, and production of materials for print, online, and film
- Event management
- Project management in textile production
- Language training

Development path of the MILAR Part I4 in Hannover
(whiteboard diagram as discussed during MILAR meeting
in Hannover, October 2018)

Development phases

Dezember 2017	BarCamp / Conference (1 day, about 100 participants, 30 formal and informal organisations)	Purpose: 1) Opening up the field / promoting the interaction of stakeholders in Hannover and surroundings 2) Identifying needs 3) Identifying opportunities to take action for promotion of CSE activities Result:
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		<ul style="list-style-type: none"> - Identified various opportunities for CSE promotion in cooperation with existing (formal and non-formal) organisations and groups
Jan - August 2018	Local Multidisciplinary Team	<p>Purpose</p> <ul style="list-style-type: none"> - Clarifying opportunities for CSE development (meetings with various stakeholders). In-depth analysis of four possible ways to go. - 1) Social innovation center - 2) Africa Fair Trade Initiative (Nsubuga) - 3) Entrepreneurship module for KoPro Project at Werkstattschule e.V. - 4) Unter einem Dach - Work and social orientation programme <p>For details on these, see the VHS Hannover IO3 report.</p> <p>Result</p> <p>Step 1) Decision on how to proceed with CSE promotion activity: cooperation with core-CSE "Unter einem Dach" to develop their capacity.</p>
October-December 2018	IO4 Practice Test	<p>1) Co-creative development of concrete actions plan for competence development of UeD. (Series of workshops with LMT and UeD staff)</p> <p>Result: Concrete plan for a workshop series tailored to the needs of UeD to improve their entrepreneurship skills</p> <p>2) Organising a series of workshops. Details see below "UeD entrepreneurship development action plan"</p>

To indicate: forecast number of participants, duration of the path (in hours); duration of tutoring or other forecast activities (in hours) such as: coaching, mentoring, meaningful testimonies, training set (class, individual, group, job shadowing, enterprise, visits...).

Outline of the training:

Modules to improve the entrepreneurship skills of UeD with special focus to the needs of CSE:

- Public relation
 - Film production (film as a core medium for public relations)
 - Using social media platforms
- Crowd funding
 - Platform selection
 - Campaign management
- Exhibition making
- Event management
- Community work
 - Social activities to improve the integration of refugees and sitting population through cultural activities b) joint projects and activities (socialising)
- Internships during the time of implementation: job placements (in different contracted forms) at local companies (SME) also well as in the textile workshop run by UeD itself as part of their core activities (8 refugees involved in total). People in placements: 3 in the textile production, 3 in event management (organisation, construction, catering), 2 in gardening., 1 in hairdressing. 1 in carpentry.
- Language training (German language)
- Visits to companies (SME)

The initial training schedule for the crowdfunding training with help of expert trainiers was:

Workshop Film / Filmmaking / Visual Communication / PR

Film as the essential technique for modern C-to-B communication.

Workshop includes preparatory training and the real production of film elements needed for UeD

Time: October-November 2018

Topics	Trainer	Hours
Basics of film production	Jörg Strohmann	20
Storytelling	F. Fornalski	26

Basics of directing	F. Fornalski	26
Basics of camera operation I	Daniel M. G. Weiß	26
Basics of camera operation II	Daniel M. G. Weiß	33
Basics of audio	tbc	16
Basics of potsproduction	Daniel M. G. Weiß	26
Total		173

Workshop Social Media: Facebook et al.

Basics and features. Analysing the existing Facebook page of UeD. Tools and Mechanisms. Relevant content. Posting frequencies. Campaign manager and Business Manager. Targeted ad-spending. Cost control. Introduction to the Business Manager. Dos and Don'ts. Achieving reach. Expanding the network.

Topics	Trainer	Hours
Facebook: Basics and Features	Jörg Strohmann	15
Facebook: Campaigns and Business manager	Jörg Strohmann	15
Facebook Do's and Don'ts	Jörg Strohmann	10
Total		40

Workshop: Social Media: Instagramm

Basics and features. Analysing the existing page. Tools and mechanisms. Relevant content. Posting schedules. Instagram stories: use, consistency, techniques.

Time: November-December 2018

Instagramm Basics and Featur	Jörg Strohmann	12,5
Instagramm: Stories and storytelling	Jörg Strohmann	12,5
Total		25

Workshop: Donation collection via platforms

Basics and functions: relevant platforms; creating a project; introduction into platform functions; content and advertising , dissemination. Creating better visibility through relevant content and using social media.

Time: October-December 2018

Topics	Trainer	Hours
Donation platforms basics	Jörg Strohmann	7
Donation platforms: content and dissemination	Jörg Strohmann	7
Total		14

Workshop "Website Performance and Online Marketing"

Analysing the existing Website of UeD, identification of options for improvement. Improving accessibility through SEO.

Time: October-November 2018

Topics	Trainer	Hours
Website performance and online marketing	Jörg Strohmann	5
Total		5

Note: the hours per topic, as well as assignment of trainers, was re-adjusted during implementation in order to cover the concrete needs to finalize the products and to meet the specific interests of participants. The table above reflects the initial planning. Overall quantities are unchanged, but the internal distribution changed a bit.

Note also: crucial parts of the training - especially exhibition making and event management - were not initially planned but were added as a result of the ongoing process and further development of the project during implementation.

Participant lists are kept separately in the project documentation.

Define and describe the tools that could be useful in the toolkit for refugees

Planning of the Programme (Series of Workshops)

Descriptive title	Activity planning for UeD entrepreneurship promotion
Skills list / learning objectives	<ul style="list-style-type: none"> - Participative co-design of business development activities - Project planning - Business etiquette - Analysis of business environment - Co-operative planning - Feasibility study - Cost planning
Abstract	This activity consisted of a series of meetings and workshops starting in January 2018 through August 2018. Participants were team members of UeD (management staff and refugees), as well as external experts, and VHS Hannover staff. The purpose was analysing the
Equipment – materials - Instruments to be used	<ul style="list-style-type: none"> - Conference table - Flip chart - Whiteboard/ black board - Computer & projector - Moderation board / paper slips / pins
Step by step instructions	The steps depend on the topic, available resources, and local conditions and should be tailored to these circumstances.
Methods	<p>We used during these sessions various methods and techniques such as</p> <ul style="list-style-type: none"> - Group discussion - Brainstorming - Consultation of external experts - Visualisation
Measurement / Assessment	(No special measurement; the resulting activity plan is the manifestation of successful implementation of this task.)

Recommended duration	5-6 meetings, of approximately 3 hours each
Notes / important information / remarks	It is a good idea to provide a friendly, comfortable environment (not classroom, rather a co-working space, with catering available) to support the creative processes

2) Workshop Film

Descriptive title	Workshop: Filmmaking for CSE
Skills list / learning objectives	<p>Subject matter skills</p> <ul style="list-style-type: none"> - Basics of film production - Storytelling - Basics of directing - Basics of camera operation I - Basics of camera operation II - Basics of audio - Basics of postproduction <p>Transversal skills</p> <ul style="list-style-type: none"> - Team work - Communication - Artistic expression - Project management
Abstract	<p>This workshop focusses on film as the essential technique for modern C-to-B communication. The workshop includes preparatory training and the real production of film elements needed for UeD to be used in the crowd funding campaign.</p> <p>Time: October-November 2018</p>
Equipment – materials - Instruments to be used	<ul style="list-style-type: none"> - 2 Professional or semi-professional video cameras - Camera stands - Camera slider - Lights, light stands, reflectors - Audio recording system

	<ul style="list-style-type: none"> - Video editing system (software and computer) - Studio
Step by step instructions	<p>Topics covered</p> <ul style="list-style-type: none"> - Camera technology, camera operation, lenses, data storage - Basic perspective - Movement vs. standstills - Timing - Focussing - Interview recording - Macro recording - Visual rhythm - Visualisation of contents - Tell a story / dramaturgy - Planning vs. "catch the moment" - Dealing with weather conditions - Dealing with light - Operation of camera slider - Operation of steady cam gear - Jibs and cranes - Setting up audio - Audio quality - Team work - Copy right issues / consent / data protection - Working in a studio - Atmosphere, work environment, social relations in the team - Calculation of costs / dealing with budgetary restrictions
Methods	<p>Rather than starting with theoretical teaching, we used a learning-by-doing approach. After introductory session to get participants focussed on the project, we started with practical filmmaking led by professionals. Workshop participants got various tasks assigned. Practical work was then alternated with lectures and discussions about the topics touched during practice phases.</p>
Measurement / Assessment	<p>The success of the training is measurable through the tangible outcomes of the workshop (final product): a professionally made image film on the UeD initiative to support the crowdfunding campaign (also part of the MILAR activities with UeD).</p>
Recommended duration	<p>15 days (three weeks)</p>

Notes / important information / remarks	(More pictures see appendix)
Watch the resulting film	https://youtu.be/qHoprnhfIAk

3) Workshop Crowdfunding

Descriptive title	Workshop: Crowd funding platforms
Skills list / learning objectives	<p>Subject matter skills</p> <ul style="list-style-type: none"> - Ability to evaluate the usefulness of various platforms for a given crowd funding project and select the most suitable - Ability to use a crowd-funding platform in a concrete campaign - Texting - Photography - Financial administration and reporting <p>Transversal skills</p> <ul style="list-style-type: none"> - Strategic planning - Team work - Graphic design / aesthetics / artistic expression
Abstract	This workshops introduces participants to the use of crowd-funding platforms in the internet
Equipment – materials - Instruments to be used	<ul style="list-style-type: none"> - Computer workstations / laptops - Internet access - Teacher / coach who is a professional in online campaigning
Step by step instructions	<ul style="list-style-type: none"> - Basics and functions of crowd funding platforms - Relevant platforms - Creating a project - Introduction into platform functions; - Content and advertising - Dissemination - Creating better visibility through relevant content and using social media.
Methods	<ul style="list-style-type: none"> - Instruction by the teacher - Group work

	- Individual work
Measurement / Assessment	No specific tool for assessment needed. The success of the training is manifest in the
Recommended duration	15 hours (2 days)
Notes / important information / remarks	

4) Workshop Social media

Descriptive title	Workshop: Social media - Facebook and Instagram
Skills list / learning objectives	<p>Subject matter skills</p> <ul style="list-style-type: none"> - Ability to create Facebook and Instagram pages suitable to support crowd funding campaigns <p>Transversal skills</p> <ul style="list-style-type: none"> - Team work - Concept development - Communication - Campaigning
Abstract	<p>This module focusses on enabling participants to create, setup and conduct a crowd funding campaign for social enterprises, especially CSE, using Facebook and Instagram (two of the currently most popular social media platforms). The skills achieved during the training are of course transferable to other social media platforms of the present and the future. The workshop starts from theoretical concepts. Second phase is analysis of existing content (of the CSE in question), third phase is co-creation of new content (improved social media presence of the CSE in question)</p>
Equipment – materials - Instruments to be used	<ul style="list-style-type: none"> - Classroom venue - Sufficient number of computer workstations or laptops, ideally one per participants - Good internet access for all workstations - Projector and whiteboard, or large screen for group work - Photo cameras (mobile phones may be sufficient; one professional camera in addition is good to have)

<p>Step by step instructions</p>	<p>Facebook basics</p> <ul style="list-style-type: none"> - Basics and Features - Campains and Business manager - Do's and Don'ts <p>Instagram basics</p> <ul style="list-style-type: none"> - Basics and Features - Campaigns and Business manager - Do's and don'ts <p>General skills</p> <ul style="list-style-type: none"> - Tools and Mechanisms - Relevant content - Posting frequencies - Campaign manager and Business Manager. - Targeted ad-spending - Cost control - Achieving reach - Expanding the network. <p>Facebook</p> <ul style="list-style-type: none"> - Analyzing the existing page of UeD. - Implementation of improvements <p>Instagram</p> <ul style="list-style-type: none"> - Analysing the existing Instagram page of UeD. - Implementation of improvements
<p>Methods</p>	<ul style="list-style-type: none"> - Presentation / instruction by the teacher - Group discussion - Individual work (tasks assigned) - Group work (tasks assigned)

	<ul style="list-style-type: none"> - Co-creation of content for the final product (Facebook page and campaign, Instagram page and campaign)
Measurement / Assessment	<ul style="list-style-type: none"> - Learning achievements can be assessed through multiple choice tests (optional; not crucial for the learning process also this is not an training leading to certification) - The main measurement of success is the output generated: new Facebook and Instagram pages; or improvements to existing ones.
Recommended duration	75 hours / 10 days
Notes / important information / remarks	

5) Workshop Exhibition Making

Descriptive title	Workshop: Exhibition making
Skills list / learning objectives	<p>Subject matter skills</p> <ul style="list-style-type: none"> - Planning an exhibition (concept) - Building an exhibition (artistic and practical implementation), including photography, printing / cooperation with printing houses, interaction with the architecture of the venue, construction activities - Public relations (including press releases, flyers, posters, direct marketing etc.) <p>Transversal skills</p> <ul style="list-style-type: none"> - Team work - Negotiating - Financial planning and budgeting - Artistic skills - Event management - Working under pressure regarding time
Abstract	Exhibitions in public places are a very effective means of communication with a local public, and for establishing a relationship between a CSE and local citizens and other stakeholders. Unlike all forms of online communication, exhibitions promote face to face contact of CSE representatives and the wider public. This is particularly important in order to let trust grow. Also,

	<p>exhibitions are a means of showcasing the skills and potential of a CSE .</p> <p>This module aims at enabling participants to conceptualize and implement an exhibitions for their own CSE project. The main method used is learning by doing: Over a period of two weeks, participants create from scratch an exhibition for the CSE in question. They are being led by professional exhibition-maker and custodian.</p>
Equipment – materials - Instruments to be used	<ul style="list-style-type: none"> - An exhibition professional to be the coach - A venue, or a selection of optional venues - A budget (about 3000 euros, depending on the size and type of exhibition) - Arts material depending on the type of exhibition (such also paper, timber, various types fasteners, a well-equipped carpentry toolbox, etc.) - A classroom or larger venue suitable for creative, artistic and manual work
Step by step instructions	<p>The sequence of activities will strongly depend on the circumstances such as type of the exhibition, location available, staff available, and the contingencies of concrete implementation. Here is a list of activities that at one point or another will occur.</p> <ul style="list-style-type: none"> - Searching a venue, and contracting a venue - Inspection of the venue for detailed planning (how to use the venue) - Search for necessary supportive materials (exhibition walls, etc.) that typically cannot be bought for one exhibition, and rather needs to be rented from somewhere - Defining the topic of the exhibition - Defining the artistic means to be used (photos, physical objects, video screens, etc.) - Creation of the exhibition objects (e.g. photography, print production) - Physical preparation of the exhibition objects (e.g. preparation for placement at the walls) - Negotiating with various stakeholders (venue owners, contributors, competitors, donors, etc.
Methods	<ul style="list-style-type: none"> - Moderated group discussion - Team work

	<ul style="list-style-type: none"> - Co-creation - Individual work (assigned tasks) - Learning by doing / project work
Measurement / Assessment	Main indicator for the success of the learning is the quality of the exhibition created.
Recommended duration	80 hours / 10 days
Notes / important information / remarks	For a successful workshop, certain preconditions should be clarified beforehand. For example, the teacher/trainer should make sure that there is a feasible venue available (at least in case that the teamwork with the participants does not lead to a solution for a feasible place). Preliminary agreements can be made with partners in the network of the CSE. (In our case: agreement with VHS Hannover that the entrance hall could be used for the exhibition.)

6) Workshop Event Management

Descriptive title	Workshop: Event management
Skills list / learning objectives	<p>Subject matter skills</p> <ul style="list-style-type: none"> - Public relations / invitations / printed materials / press releases - Catering (planning, and preparation) - Preparation of the venue - Dramaturgy of the event / agreement with keynote speakers etc. - Lighting - Furniture / interior design - Presentation / speaking to the public <p>Transversal skills</p>

	<ul style="list-style-type: none"> - Team work - Working under stress - Negotiating - Organisation - Financial planning
Abstract	<p>A crucial part of a CSE's public relations activities is organising events. Events are crucial for establishing face to face contact with the local public and with stakeholders in the CSE's activities. Events come in a broad variety of forms, e.g. summer parties, vernissage of exhibition, film projections, cultural events etc.</p> <p>This workshop uses a learning-by-doing approach in order to get participants acquainted with practical event management. In our case, the task for the participants was to organise the vernissage of the exhibition (see the exhibition making workshop, above). This took place on 7th November 2018 with about 120 guests.</p>
Equipment – materials - Instruments to be used	<ul style="list-style-type: none"> - Venue for the event - Budget to cover the costs - Contact to crucial contributors (catering, keynote speakers, what ever) - Furniture - Catering facilities
Step by step instructions	<p>Sequence of steps totally depends of local circumstances. Topics to be covered are in any case:</p> <ul style="list-style-type: none"> - Setting up a programme - Inviting contributors - Inviting guests / auditory / public - PR activities (print, internet, face-to-face, press) - Organising the catering (self-made or outsourced) - Continuous assessment of expected number of visitors - Setting up furniture and interior design - Lighting and audio equipment (including tests) - Distribution of tasks to staff (service during event) - Etc.

Methods	- Learning by doing (under supervision of an experienced event manager)
Measurement / Assessment	The success of the workshop will be visible through the event itself.
Recommended duration	80 hours (two weeks) of concentrated work
Notes / important information / remarks	

7) Workshop textile production

Descriptive title	Workshop: Textile production
Skills list / learning objectives	<p>Subject matter skills</p> <ul style="list-style-type: none"> - Sewing of industrial small series - Negotiating with customers and other stakeholders - Supply of materials - Financial calculation - Writing offers to potential customers <p>Transversal skills</p> <ul style="list-style-type: none"> - Team work - Business etiquette / acquaintance with the overall culture of the host country - Negotiating skills - Public speaking
Abstract	This workshop connects the crowd funding activities of our experimental CSE (UeD) with its everyday operations. As part of the exhibition in VHS Hannover's entrance hall, UeD moved its textile workshop with a number of sewing machines there. The production activities of the textile department of UeD thus became visible to the general public (visitors to VHS Hannover, and visitors to the exhibition).
Equipment – materials - Instruments to be used	<ul style="list-style-type: none"> - Venue to be used for the workshop / shop floor - 2-4 professional sewing machines - Large cutting table

	<ul style="list-style-type: none"> - Small tools for apparel production - Fabrics and other materials needed - Storage room (especially for non-working times) - Master seamstress to lead the workshop
Step by step instructions	<p>The sequence of activities depends on the specific circumstances of the project. In our case the sequence was as follows:</p> <ul style="list-style-type: none"> - Negotiations with customers - Financial calculation - Writing of offers - Production of prototypes - Supplying materials - Actual production of two small series (gardening bags and
Methods	<ul style="list-style-type: none"> - Learning by doing - Group activities under instruction of the master seamstress - Individual activities under instruction of the master seamstress
Measurement / Assessment	<ul style="list-style-type: none"> - Products of the workshops (here: bags and plush dogs) - Quality of the implementation of procedures such as negotiation, etc.
Recommended duration	6 weeks, with two days of work in each week, and 4 hours of work per day, resulting in 48 hours of work (in the public arena). This number of course is not important in principle; it simply depends on circumstances.
Notes / important information / remarks	

8) Language training (German)

Descriptive title	Workshop: Language training
Skills list / learning objectives	<ul style="list-style-type: none"> - Proficiency in oral use of German language - Proficiency in written use of German language - Knowledge of grammar structures - German Vocabulary

Abstract	This workshop was organised as an open classroom for German language training, led by an experienced teacher for German language with background in Arabic and other languages of the Middle East. Sessions were held once a week in the evening, in the venues of an affiliated NGO ("CAMEO"), focussing on cultural work with refugees and migrants. Participants had the opportunity to consult the language coach for clarifying specific questions, or for training modes of expression.
Equipment – materials - Instruments to be used	<ul style="list-style-type: none"> - Classroom or other suitable venue - Teacher - Usual classroom materials
Step by step instructions	The topics of the training are selected ad hoc based on the specific needs, questions, and skills of participants.
Methods	<ul style="list-style-type: none"> - Face to face lessons - Oral exercises - Written exercises - Conversation - Language games - Working with concrete everyday texts brought by participants
Measurement / Assessment	Notes of the teacher on individual progress of participants
Recommended duration	In our case, the teacher was a very extrovert person which helped the keep participants committed. Usually, the open workshop format (without obligation to participate) tends to suffer from decreasing participation rate. However, in our case, the sessions were very lively, interesting and engaging events which kept participants interested and coming.
Notes / important information / remarks	

9) Networking and Life coaching

Descriptive title	Networking and life coaching
Skills list / learning objectives	<ul style="list-style-type: none"> - Development of interpersonal skills - Acquaintance with German culture (and immigrant culture)

	<ul style="list-style-type: none"> - Orientation in the institutional and administrative network - Development of intercultural skills (openness, tolerance)
Abstract	Open meeting for UeD participants (and everybody who is interested, both sitting population and immigrants), once a week (parallel with the German language coaching). This serves for a) consulting with regard to specific questions regarding living situation (all aspects) and b) getting into respectful and trustful contact with members of sitting population as well as other refugees (ideally from other cultural background)
Equipment – materials - Instruments to be used	<ul style="list-style-type: none"> - Meeting venue - Moderator / coach - Ideally also some catering (tee, coffee, snacks)
Step by step instructions	<ol style="list-style-type: none"> 1) Find a venue (ideally with some comfortable “private” touch) 2) Invite participants 3) Invite competent consultants 4) Provide friendly and welcoming atmosphere 5) Repeat regularly and reliably (the service will be known in the migrant community mainly through word-of-mouth recommendations)
Methods	Various UeD staff are present and discuss current problems and questions e.g.: • permits to stay • accommodation • language • vocational training opportunities • interpersonal problems • workplace related questions, etc.
Measurement / Assessment	<ul style="list-style-type: none"> - No formal assessment required. The success of the coaching sessions becomes manifest through participants (coachees) showing up. - If formal assessment is required, a questionnaire-based assessment (short multiple choice) is recommended. However, pay attention to linguistic challenges.
Recommended duration	Ongoing. Each single session is helpful.
Notes / important information / remarks	

What different methods can be used in the training (for example mentoring etc)

Methods used were:

- 1) Active internship (work with a local company)
- 2) Passive internship (job shadowing, workfloor visits)
- 3) Assistive internship

The more specialised parts such as camera operation and film cutting were done by professionals, however, in the presence of and with assistance by refugee participants who got assigned various tasks (responsibility for light and electricity), helping to set up the lighting, etc. and also were introduced into operating the cameras, etc. for test shots.

4) Learning-by-doing

5) Co-creative / participative planning:

The entire work programme was developed in a series of workshops / groups discussions / round tables with the UeD management staff, the coaches, and refugees (prospective participants). Planning the action was part of the training. The purpose was integrating the refugees in the whole process so that they get acquainted with methods and habits in Germany, improve their language skills, get into contacts with other actors, get socially integrated, and co-design the process.

Effect also: overcoming cultural barriers a) between refugees and host society b) between refugees from various cultures

6) Language training

With individual coach (one-to-one sessions with experienced teacher)

7) Participative organisation of a cultural event

Co-creative planning, preparation and implementation of a cultural event: Exhibition in VHS Hannover's entrance hall about refugee integration into the world of work (presenting examples of best practice / successful career paths). The exhibition was open to the public for four weeks and had an estimated 1000 visitors (both sitting population and refugees). The exhibition was opened with a soiree event on 7th November 2018 with about 100 guests (including about 30 refugees). The entire planning, preparation and implementation was carried out by a flexible team of UeD staff, volunteers, and refugees who worked together in the areas of • planning / concept • artistic realisation • technical realisation • logistics • event management.

What kind of validation and certification can be useful?

Regular participants received a certificate of participation issued by VHS Hannover. The certificates include a detailed description of the activities carried out and a (positive) valuation of the participant's contribution. These certificates can be used to complete CVs handed out to future employers.

Indeed, participants were very keen on getting such documents in order to prove their participation and thus to be able to demonstrate their initiative and activity to employers.

Give example and suggestions of assessment tools that can be used in the assessment of participant's skills and competences.

The workshop programme does not include formal certification of skills. The entire project was practice-oriented. The learning-by-doing approach with the task to produce concrete results such as products for public relations (posters, film, online publications etc.) as well as events (exhibition, exhibition opening event) and the concrete production of textile items. The success of the training (including learning progress of individuals participating, and of groups cooperating) is documented through the products created.

What risks/dangers do you see with the training, how do we handle dropouts and sustainability?

The main instrument to prevent dropouts was, in this case, the strong personal bond of staff and coachees of UeD. Moreover, as each training was a learning-by-doing with the objective of completing a certain task with tangible outputs (such as film, social media presence, exhibition, event, textile products), participants were intrinsically motivated to contribute regularly. Some of the refugee participants also had obligations towards the job center and needed formal confirmation of their participation through UeD. This however was not a part of the MILAR workshop series also such, it was just part of UeDs normal operations with refugees who attend their vocational training programme.

Any suggestion of what is important to include in the toolkit?

This series of workshops was tailor made to the needs of a specific CSE initiative (UeD). It can therefore not simply be transferred to other CSEs. What can be done, however, is using the general principle of tailor made workshop design

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Justify the coherence between the planned training path and the action plan for the develop of a possible CSE drafted within OUTPUT 3 (example: technical or transversal training, productive/ professional sector and so on...).

The success of the training process in any field is linked to good organizing of this training and good preparation before the start of the training course. If we are to start an educational course to develop the skills of a class of trainees in the professional field for example, we need good planning to ensure the success of the training process, and we need the following:

- The suitable place to conduct the training.
- The administrative staff, the teachers staff and the assistants staff.
- The equipment needed to complete the training process.
- The curriculum for the training.
- Logistical support, paper and leisure period (Coffee and drinks).

Better knowledge of Swedish business culture. There are unwritten rules in all cultures, and knowledge or ignorance of such things affects how a person is perceived. There is a need to learn the Swedish business culture. For new arrivals and migrants again, there can be language barriers.

We applied a workshop on how to make an advertising brochure where we incorporated the different steps found important besides the actual brochure itself.

We considered the following modules to be important besides the practical parts:

- Swedish lessons
- IT lessons
- Entrepreneurship workshops
- Business workshops
- Soft skill one-to-one sessions and classes

Providing them the education and training which was offered to refugees was seen to be a method of motivation and encouragement. Much of the content have been discussed in IO3 with representatives from the migrant/refugee communities. Many of these individuals felt that there was no support therefore, given them the opportunity to study, learn and develop new skills that can be applied to case specific and general industries.

To indicate: forecast n. of participants, duration of the path (in hours); duration of tutoring or other forecast activities (in hours) such as: coaching, mentoring, meaningful testimonies, training set (class, individual, group, job shadowing, enterprise, visits...).

During the period of the course, all the participants learn how to use and operate machines and what are the possible mistakes and how to avoid such mistakes and alert the learners to the dangers and damages of the profession and teaching them the rules of protection. This training is during the period of the course in theory at the time of the lessons and practical during the training hours under the supervision and follow-up crew Training and Staff Assistants. The students train on how to work collectively and how to work individually.

Swedish classes such as these are both fixed with respects to their duration and accredited thus individuals would upon completion and successfully passing an examination obtains a certificate. Such certificate is provided by the facilitator on behalf of SFI boards of education which are of a satisfactory standard for an individual in certain jobs.

Define and describe the tools that could be useful in the toolkit for refugees

Example of activity/tools that can be in the different modules for refugees.

The activities/tools that could be useful in the toolkit for refugees is considered in Sweden as case specific – As the LMT conducted a detailed micro-analysis of what each refugee considered to be a career path suited to them in addition to evaluating refugee needs on a macro-level. The two provided some details which applied to all refugees and some only specific to some dependent on the industries discussed.

Descriptive title	Create a brochure about your company
Skills list / learning objectives	Marketing your company Improving writing skills Improving your self esteem Increase knowledge about one's own capacity
Abstract	The task for the learners is to write about their company, do a brochure that can be used when they are marketing the company/products/services.
Equipment materials Instruments to be used	– Internet - Computer Camera
Step by step instructions	Task 1 Discuss with the learners about the contents and the design? What contents should the brochure have? What are important? Should

	<p>they add a photo? How could it be unique? How should they catch the customers' interest?</p> <p>Task 2</p> <p>Write the content for the brochure and produce the brochure in for example publisher. Use internet to look at examples how you can design your brochure, try to do it with an individual style.</p>
Methods	Writing exercise
Measurement / Assessment	Let the other classmates and the teacher do an assessment of the brochure.
Recommended duration	One – Two days for task 1 and 2
Notes / important information / remarks	<p>Links to how to do a brochure</p> <p>Brochure maker http://www.mybrochuremaker.com/</p> <p>How to make a brochure using MS word http://www.mschien.com/howto/brochures.htm</p> <p>Advice about writing a brochure http://www.kuraoka.com/how-to-write-a-brochure.html</p> <p>Smart draw – Easy brochure software http://www.smartdraw.com/specials/ppc/business-flyers.htm?id=193501&gclid=CJuF_Mv0maECFUgh3wodgWpFOg</p> <p>Templates for brochures http://office.microsoft.com/sv-se/templates/CT101043031053.aspx (SE)</p>

What different methods can be used in the training (for example mentoring etc)

We can use a lot of methods in the training process such:

- The pedagogical concept of self-directed learning is used on a level suitable for the participants to foster autonomous learning in many ways. The core idea is that learners

structure and organise their learning matter independently, they also co-decide about exercises and methods. With SDL we want to prepare learners for life after school and equip them with the skills necessary for their future occupation.

- Respecting individual learning styles
The goal of any teaching technique is to set a tone conducive to learning and engage students in the learning process. Participation is essential to learning, and students who are actively involved learn more and are more satisfied with their education. Gender-fair teaching challenges us to recognize and accommodate different learning styles.
- Open Distance Learning- ODL is a system of education in which education is imparted to learners who may not be physically present in the class-room. Our philosophy is to remove barriers to education and allow learners to study according to their time, pace and place. ODL also uses technology to mediate learning.

What kind of validation and certification can be useful?

The validation process is an ongoing process and is divided into both assessment and validation. The validation is mainly through practical use of validated skills, could be with experienced craftsmen for and for language validation we use our L2 teachers who uses our standardized tests for language validation.

1. Give example and suggestions of assessment tools that can be used in the assessment of participant's skills and competences. The assessment builds on self-assessment, using our own forms for on-line assessment describing the participants development over time for the different modules. This together with observations from the teaching staff forms the overall assessment on participants development and satisfaction of the training.
2. What risks/dangers do you see with the training, how do we handle dropouts and sustainability?
 - It could be risk or danger when we try to do something without following the rules of the safety.
 - There are always risk for damage under the training process but it is limited in the tools and material.
 - Financial problems and to find funding.
 - Further barriers are lack of internal skills (business management, leadership, etc.) and the limited external support structures as important barriers to the creation, growth and development of social enterprises.
 - Lack of time and expertise
 - Insufficient market research
 - Deficient operations and financial planning
 - Too many interfering activities, such as domestic chores, family etc.

We have to adapt to some point by having the training at suitable hours per day, not too long days, this we have learned over time. To make a schedule that will be possible to pursue in the longer run.

Any suggestion of what is important to include in the toolkit?

- When something is well studied and planned we avoid the damage and risks and every training in every field should be well prepared before the run of the training.
- For each training the organizers have to prepare the qualified staff and check the safety procedures.
- The organizers for any training should have the ability to communicate with the participants and helping them solve the problems and motivating them to be able to complete the training and getting the best result.

Other comments- information?

Before starting any training we can check for good practice that could be usefull and which risks could face us when we start the training.

We need to set boundaries for what we can do and what we cannot do and what are our responsibilities towards participants, regulations and legislation.

We also need to be cautious when helping participants with issues not related to the specific training.