



REST Manual

A guide for companies
on the integration of refugees



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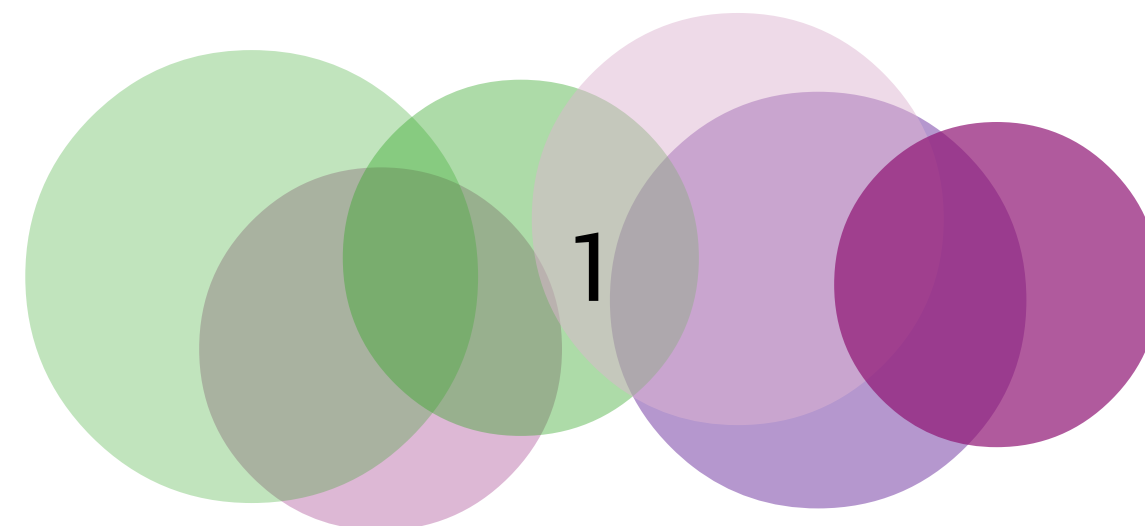
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Preface

The employment and integration of refugees in the labour market could be a solution for a wide range of problems that European labour markets currently suffer from, e.g. skill shortage – especially in rural areas, ageing workforces, or the lack of motivated apprentices. However, due to their unclear professional, personal and legal situations, many European employers are still hesitant to hire and employ refugees.

In the framework of REST - Refugee Employment Support and Training, a European project funded by the Asylum, Migration and Integration Fund (AMIF), a comprehensive training and support system for enterprises and organisations that want to employ and integrate refugees at their workplaces, was created and applied.

The manual at hand is one of the main products of the REST project. It introduces the REST training and support system with its three-fold approach of face-to-face training, Coaching & Counselling support and an online platform that highlights the benefits of the approach, and the way it can be applied.

This manual addresses two target groups:

1. Educators and training providers (VET trainers, HR-trainers) as well as coaches who provide learning opportunities for employers in the public, private as well as the non-profit sector. With the REST manual, trainers get the chance to develop new professional competences and skills or expand the existing ones.
2. Key staff in organisations that are (thinking about) employing refugees, such as HR-managers, supervisors or in-house trainers, who want to prepare themselves for the process of integrating refugees at the workplace.

This manual:

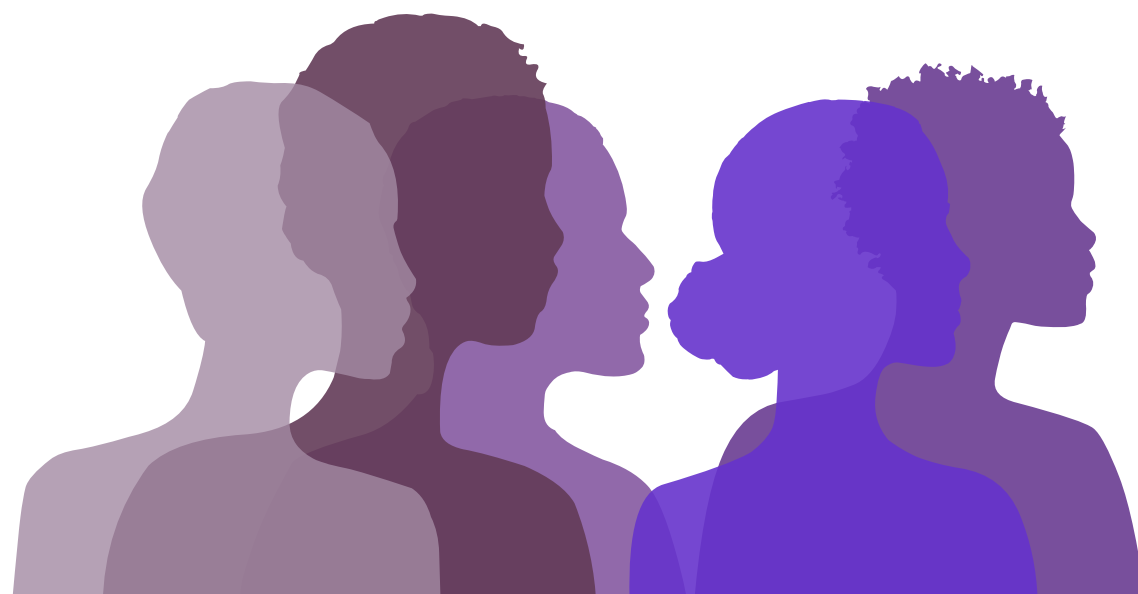
- Informs about the three-fold approach of REST: face-to-face training, Coaching & Counselling and online learning via the REST platform
- Allows access to a rich database of training materials
- Provides a detailed explanation of the online platform, which is available in two versions - one for trainers and one for learners – in six languages (English, German, French, Italian, Bulgarian and Greek).
- Gives practical tips to trainers for carrying out the REST trainings or Coaching & Counselling

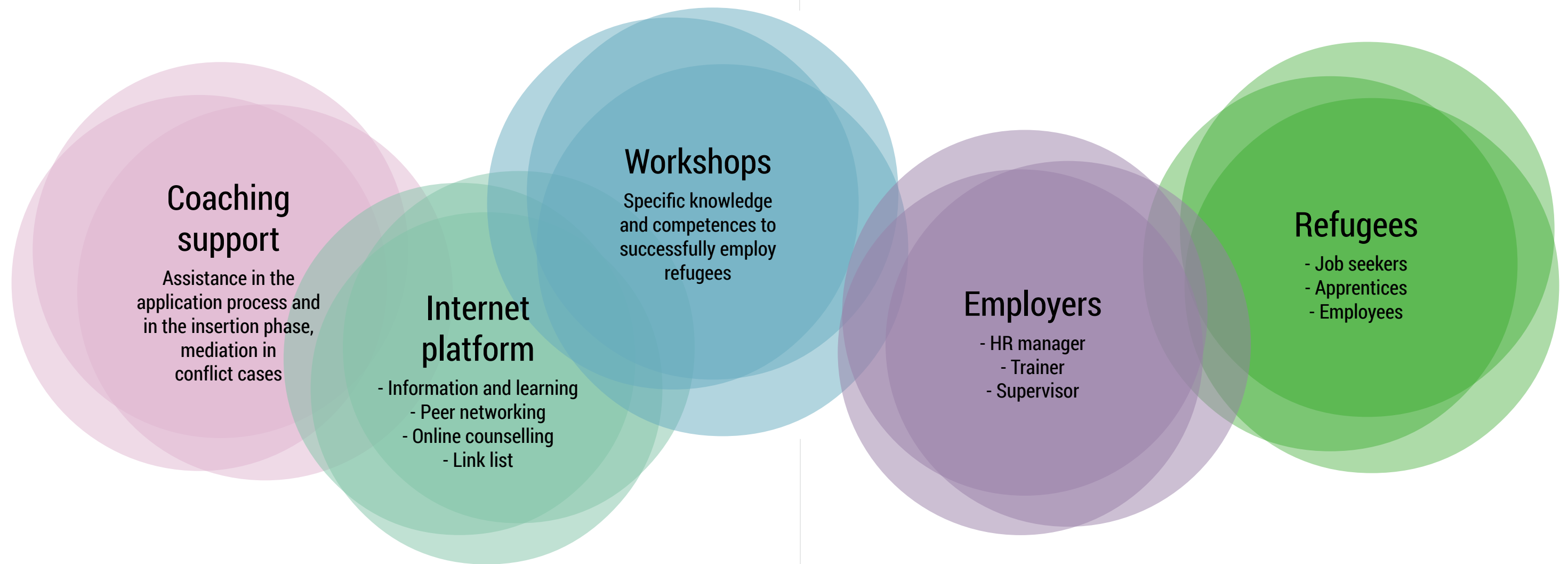
REST is not only about enhancing competences related to refugees' integration but also it provides tools to validate newly acquired competences.

In REST, we further developed a well-proven validation system – LEVEL5 – especially suitable for validating personal, social and organisational competences. Validation can give evidence to professional continuous development of trainers, and empower learners in organisations as it makes their learning progress and achievements visible and thus increase their confidence to integrate refugees at the workplace.

The manual is based on the expertise of the partner consortium in terms of refugees' integration at the workplace and on the comprehensive piloting activities carried out in all partner countries. It consists of seven main chapters:

The first chapter describes in detail the „REST three-fold-approach“. It illustrates how the different focuses of the project are interlinked and complement each other. In chapter 2, we start with an introduction to the REST training offers - the goals and the learning outcomes of the different modules are summarised. From this section of the manual, you can go directly to the online platform, where you can view or download the training contents. Furthermore, practical tips and recommendations for the implementation of similar activities are given. The third chapter is devoted to the Coaching & Counselling conducted in the course of REST. The concept of the Coaching & Counselling approach is illustrated and practical hints and recommendations for the implementation of similar activities are presented. Chapter 4 explains the key benefits of the online platform for its target users. In addition, a visual illustration advises how the platform can be used efficiently. In the fifth chapter, we introduce you to the LEVEL5 competence validation system and explain how you can use it yourself. In Chapter 6, we present the activities that best demonstrate the sustainability and impact of REST. The last two chapters present a summary about the purpose and utilization potential of the manual.





1. REST - a three-fold approach

REST did establish a comprehensive support system for key staff in organisations such as HR-managers, supervisors or in-house trainers, who are in charge of the employment, insertion and successful integration of refugees at the workplace.

During the first project phase, we realise that national and regional authorities provide support for the integration of refugees on the labour market concerning financial, legal and administrative structural activities; however, they do rarely influence the situation on local and interpersonal level where real integration takes place. Thus, the activities we implemented were explicitly focused on the interaction between employers and refugees in order to achieve a significant difference on interpersonal and organisational level. The 'REST training and support system' (is hereinafter briefly referred to as the 'REST system') answers exactly to the needs of employers, that have already hired and/or are willing to employ refugees. During the development and implementation of the REST system, our main goal was always to enhance competences of key staff members who can successfully interact with refugees.

The result is a three-fold approach consisting of face-to-face workshops, Coaching & Counselling and an online platform.

Recruiters, mentors, HR managers and other employees in enterprises need specific knowledge, social competences and skills to ensure a successful integration of refugees at the workplace. In order to enlarge those competences, it is necessary to gain basic knowledge about the integration process (e.g. legal conditions and administrative procedures, intercultural and language aspects, induction, on-boarding of refugees) as well as to reflect behaviour and interaction with refugees or migrants. The elements of our three-fold approach support this process as follows.

Workshops

The face-to-face workshops deliver specific knowledge and competences needed to successfully employ and integrate refugees in European organizations. The training materials were based on an initial needs analysis that identified what barriers enterprises face in their attempt to employ refugees and which training offers are most needed. As a result, the REST team developed six training modules that follow a process model based on the relevant integration phases.

Legal and administrative aspects when employing refugees

Information for employers to deal with administrative and bureaucratic challenges regarding the employment of refugees. Focussing on the legal situation of companies, questions on work permits and employers' rights and obligations will be addressed.

Recruitment of refugees

Training for employers who want to recruit refugee job seekers that are not competing in the usual application processes on the job market. We provide you with a toolkit to choose and apply the most fitting screening methods for refugee applicants.

Induction of refugees at the workplace

Knowledge, methods and tools that are essential for the successful induction of refugees at the workplace. The main focus is on developing an inclusive company culture, producing adjusted tools for 'refugee on boarding' and implementing an induction-friendly management style.

Mentoring of refugees for better integration at the workplace

Learn about the role and the benefits of a mentor in an organisation. The module focuses on specific knowledge and skills how to build a successful mentoring relationship with a refugee mentee. The refugee background situation which might impact a smooth integration at the workplace will be addressed.

Intercultural aspect at the workplace

An understanding of culture, in particular in the context of integrating refugees into your workforce, is a must. Become aware of your own culture and cultural differences and understand the key role of culture in all communication processes. Learn how to analyse cultural differences to resolve intercultural issues in your organisation.

Easy language at the workplace

Language skills are a key aspect of successful integration at the workplace. Employers increasingly face the need to support job-related language development in employees with migrant background. Participant learn how to use easy to understand spoken and written language to simplify communication processes at work.

The training modules are described in detail in the next chapter.

Coaching & Counselling

The Coaching & Counselling was an additional offer for participants of the REST training workshops, to provide them with professional support during the job insertion process of refugees. REST partners and trainers provided assistance in the recruitment process and in the integration phase as well as help in conflict cases.

The Coaching & Counselling assisted key staff to:

- overcome employment barriers, analyse chances and risks,
- match needs of potential employees or refugees,
- define specific needs as to training contents and arrangements,
- cope with intercultural issues or conflict situations.

Throughout the Coaching & Counselling, the key staff in involved enterprises increased their competences of leadership and human resource management.

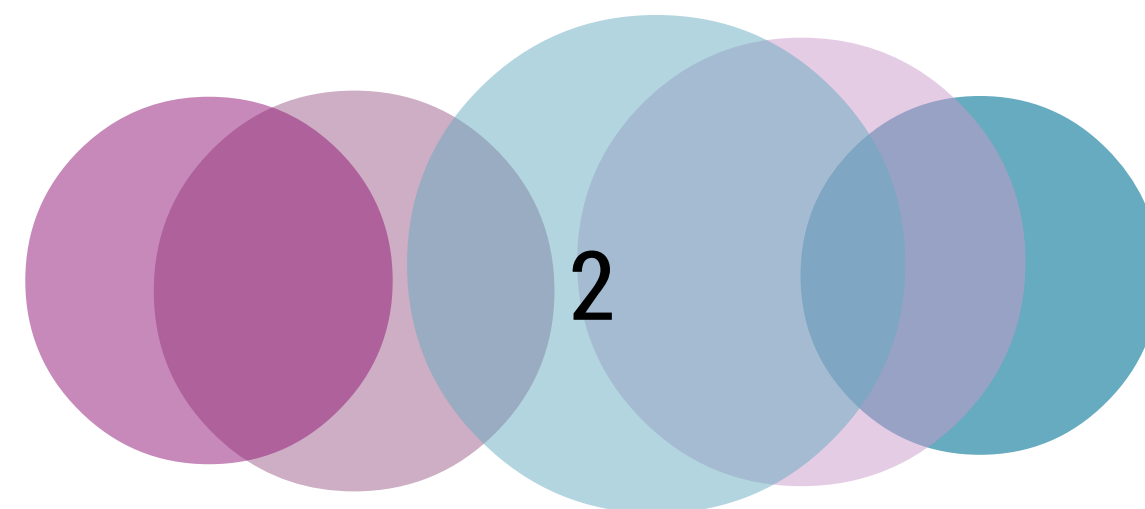
Online platform

On the REST online platform, you will find face-to-face learning materials and e-learning materials that focus on the inclusion of refugees in the work environments of their host countries. Six modules provide a mixture of theoretical input, learning activities and practical tips.

The online platform offers the following features, functionalities and services:

- e-Learning for key staff in enterprises and organizations
- networking and online communication opportunities through the integration of different forums
- content available in six languages
- support functions for conducting face-to-face workshops
- supporting element for Coaching & Counselling activities
- various user options for the target groups „Educators and Training providers“ and „key staff in enterprises and organisations“

In chapter 4, you will learn more about the different possibilities offered by the online platform. You will also get to know the most important applications and functions of the platform through a visual presentation in screenshots and integrated descriptions.



2. REST Training Modules

Even before the start of the project, it was broadly clear which problems the REST system would address and which challenges the project should overcome. During the comprehensive research phase, the multifaceted challenges and needs of our target group were defined. Based on the results generated, the REST project consortium has developed six training modules addressing the most pressing/urging problems of European companies and organisations interested in recruiting and integrating refugees into the workplaces in the host countries. In this chapter, we will introduce these six modules in detail. Although the REST modules can be carried out in a flexible order, there is a connection/logical sequence of the respective thematic areas, which build on each other to a certain extent. The sequencing reproduces the process of knowledge generation during recruitment and subsequent integration of refugees at the workplace.

- The first module deals with the recruitment of refugees. It addresses the different approaches needed to recruit local workers and immigrants. It also covers search and screening methods specifically tailored to hiring people with different cultural backgrounds.
- The second module provides legal and administrative frame work for the employment of a person who is not from the same country or not in a possession of a citizenship. This module has a strong connection to the first module because it is extremely important to know the legal framework of possible employment already in the recruitment phase.
- When we consider the third module „Induction of refugees at the workplace“, we already assume that the refugee has been hired. It is now up to the employing organisation to ensure the smooth organisation of the first steps of the new employee in the company and to prepare accordingly the rest of the team to ensure successful cooperation. In module 3, methods, approaches and practical tips are presented to make the induction period as successful as possible and thus enable a long-term cooperation.
- The next step in the learning process is, according to the initial REST system, “Mentoring of refugees for better integration in the workplace”. The techniques presented in Module 4, aim to establish and maintain open and trustful relationships in the team over a long period. The module offers various methods and tips for applying mentoring practices suitable not only for refugees, but for the whole organisation.
- Despite the ability to apply on-boarding and mentoring techniques, companies with a culturally inhomogeneous workforce may experience challenges. These challenges are often caused by misinterpretation. This is why Module 4 „Intercultural aspect at the workplace“ attempts to raise awareness of cultural differences and thereby improve cooperation in companies and organisations.
- As a final module of the REST training, the problem of the language barrier between refugees and employers located in the host society is addressed. Of course, it is essential that newcomers learn the local language, but the locals can also help the refugees in this process. Module 6 „Easy language at the workplace“ explains to natives how to use a simple but grammatically correct language, which is easy to comprehend by people with a low language level.



In the following part of the chapter, we provide, along with detailed explanations, links to the online platform, from where you can access and download all training materials. A further step towards ensuring the sustainability of REST was to ensure that the REST partners have extensively documented their experiences and results in the implementation of the REST system in many different workshops during the practical phase of the project. In the module descriptions, further down in this chapter, we present you relevant recommendations on each module based on partners' feedback during the implementation phase. In the preparation phase and during the implementation of the workshops, however, we gained insights that cannot be directly related to a module. Thus, before we go into the specific module recommendations, we would like to present you the most important general recommendations to be considered before starting the REST workshop series or a similar activity.

2.1 General recommendations

We have collected highly relevant recommendations, which will help you in achieving your training objectives.

Raise Awareness

- First, you should invest time in developing a concept that will help you win over/ attract your target group at your workshops. Along with the economic benefits of hiring refugees, you should strongly recall on the social and humanitarian responsibility of the companies. These arguments will help you to develop stronger socially responsible economy in a long run. This perspective will allow you to soften the arguments about administrative and other barriers when hiring refugees and integrating them at the workplace.

Respond to the needs of your target group

- It is often the case that entrepreneurs, especially those directly involved in day-to-day business, have very limited time at their disposal. Therefore, you should consider holding workshops that focus on specific sectors of the economy. In this way, you can adapt the contents to the needs of the respective participants and thus increase the attractiveness of your activity.
- In addition, you could also use an approach that matches the scheduling of the sessions with the availability of participants from these specific sectors, e.g. offering shorter and more focused after-work or business breakfast training events.
- Learn from your social environment. This means that you should find out how companies, other organizations, employment agencies and local authorities approach the social and professional integration of refugees. The knowledge generated in this way will not only help you to find out which services are not yet covered. The activity will also help you to become part of a network that tackles social and economic problems together.
- In the preparation phase, it is also important that the workshop leader can get an impression of the level of knowledge of his participants. If you have the opportunity, then make sure that the participating group is on a similar level of knowledge, because this increases the effectiveness of the knowledge transfer.



Encourage the learners to participate

- We recommend that you encourage your participants to share their own experiences. Hence, occurring problems are discussed directly in the group and all attendees have the opportunity to learn from each other.
- Prepare in such a way that you are able to bring relevant examples to the participants and thus initiate a discussion in which the learning contents can be internalized based on realistic scenarios.

2.2 Module information and recommendations

2.2.1 Module 1

Recruitment of Refugees

This module was developed for employers who specifically want to recruit refugee or migrant job seekers that are not competing on the usual job market at the present time. Since 2015 an increased number of job seekers with refugee background is trying to enter the European labour market. Employers as well as job agencies and other matching organisations had to realize that often the standardized recruitment process for employees does not or only rarely work for refugee job seekers. The reasons are diverse and reach from linguistic limitations when preparing application documents to the challenge of proofing qualifications and former experience. According to practitioners and integration experts, the extent of these problems is linked to the level of integration of a refugee and their knowledge about national work and application practices.

The training prepares participants to adjust their usual recruitment processes to the requirements of this specific target group.

Overview of units

Unit 1: Introduction

Differences in recruiting refugees compared to national employees

Unit 2: Searching phase

- a. Preliminary tasks – clarity of job criteria
- b. Specific ways to search for refugees

Unit 3: Screening phase

- a. Screening methods for refugee job seekers
- b. Job interview with a refugee

Learning outcomes

After studying this module someone will

- be sensitized for differences that might encounter when recruiting refugees compared to national employees and understand what might cause these differences.
- get a feeling for refugees as a target group. They learn about different behaviours of refugees on the job market.
- be able to create a specific job profile for the position they do want to hire a refugees for.
- adopt different strategies to search for refugees besides the common job adds. They will know how to advertise job openings for refugees.
- be informed about local/national opportunities to get in contact with refugee - with focus on the work context.
- be able to choose appropriate screening methods for the job opening they want to fill.
- Know how to prepare and carry out a job interview with a refugee.

Access to Module 1 training material

The training material is accessible via the link below. You can find the guideline for using the online platform in the chapter “Online platform – System Handling”.
<https://bit.ly/2B5vKNI>

Practical tips for trainers who want to conduct a workshop on the topic “recruitment of refugees”

Facilitate the recruitment process through partnerships

- Recruitment practices and advices should be closely interlinked with the refugee background and specifics. In this regard, it is recommendable to cooperate with local NGOs and asylum centres, and use the opportunity to organise common events together.
- In addition to that, it is useful to create partnerships with recruitment agencies, labour offices and other relevant support structures (online job portals and websites) which can facilitate the recruitment process, especially through building the links between the job seeking refugees/migrants and the interested companies.

Highlight the benefits, not only the barriers of hiring refugees

- Despite of the numerous barriers related to the recruitment and selection process of refugees in each country, you should point out the benefits by sharing some positive examples of companies who already successfully hired and integrated refugees.
- Be honest with the employers by sharing how obstacles can be overcome with examples from other companies, share information about language courses and other available local support structures.
- Encourage employers to try something new and different, even if this might seem challenging at the first sight.

Combine M1 and M2 (recruitment and legal aspects)

- Combining M1 with M2 seems very logical based on our experience, as legal and administrative aspects are closely related to the recruitment process. Clarity about the legal procedure is essential for making the decision about hiring refugees, and will help to overcome the reluctance of many companies.
- For this purpose, it is recommendable to involve experts in each field – legal issues, related to the process of hiring refugees and recruitment experts who are familiar with the psychological and psychosocial issues of interviewing and recruiting refugees.

Highlight



2.2.2 Module 2

Legal and administrative aspects when employing refugees

The second module of REST - legal and administrative information - contains all the necessary information for employers who are considering hiring refugees or migrants from third countries. The teaching material provides a brief, but comprehensive, overview of the legal status and rules governing the issuance of residence and work permits in six European countries (Austria, Bulgaria, France, Germany, Greece, and Italy). It also summarizes the standard procedures that employees and employers must follow and lists the public bodies that manage these processes.

As the legal situation in the partner countries is different, the content of this module also varies from country to country. One common feature is that it deals with the most important legal issues in the respective countries. Partly information is provided directly on the platform and partly links and external resources referring to essential legal and administrative topics in the area of „employment of refugees“ are made available.

After studying this module someone will

- know the legal situation regarding the employment of refugees in their country
- know the administrative processes involved in the employment of refugees in their country
- be able to assess if their organisation can legally employ a refugee
- be confident to make legally sound decision for their organisation when it come to the employment of refugees

Access to Module 2 training material

The training material is accessible via the link below. You can find the guideline for using the online platform in the chapter “Online platform – System Handling”.
<https://bit.ly/2S4Hee6>

Practical tips for conducting a workshop on the topic “Legal and administrative aspects when employing refugees”

Cooperation with external experts

- As already pointed out in M1, involving experts in legal issues related to the process of hiring refugees is highly recommendable, as they can give examples from their experience which is very important for companies that are not familiar with the process.

Up-to-date laws/materials

- When organising such events, both with external or internal experts, it is advisable to reassure the state-of-the-art of all relevant laws – on migration, labour code etc.

Connect with local support structures

- Advise companies where they can find further support – state agencies, labour office, asylum centres, by giving contacts and links (websites) for further information.
- Encourage participants to share experience, questions and ideas. You can even gather their expectations/questions in advance so that you can accordingly prepare.
- Prepare practical materials such as checklists, action plans etc. which the participants can easily integrate in their everyday practice.

2.2.3 Module 3

Induction of refugees at the workplace

The element of a multinational work environment can significantly improve the effectiveness and performance of a company. However, the former positive developments are depending on a well-planned induction phase. The REST learning module 3 “Induction” delivers knowledge, methods and tools, which are essential for the successful induction of refugees at the workplace. The main focus is on developing an inclusive company culture, producing adjusted tools for “refugee on-boarding” and implementing an induction-friendly management style, which enables the participants to solve cross-cultural conflicts.

Overview of units

- Unit 1: Inclusive Company Culture
- Unit 2: Cross-Cultural Management
- Unit 3: On-Boarding Techniques
- Unit 4: Further Reading

Learning outcomes

After studying this module someone will

- know how to explain and define organizational culture
- know how to adjust company culture
- understand the advantages and weaknesses of having a multicultural workforce
- be able to perform methods to enable an welcoming culture within their company
- be able to perform problem-solving activities
- be able to deal with work related conflicts which may be caused by cultural differences

Access to Module 3 training material

The training material is accessible under the link below. You can find the guideline for using the online platform in the chapter “Online platform – System Handling”.
<https://bit.ly/2G0Ku3J>

Practical tips for conducting a workshop on the topic “Induction of refugees at the workplace”

On-boarding as an organisational issue

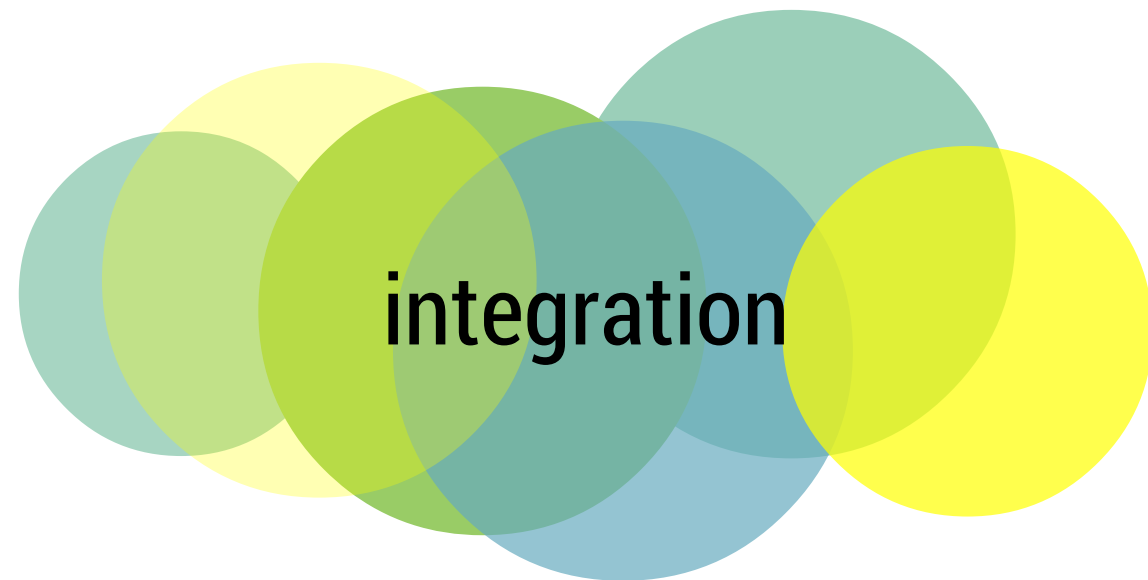
Introduce the importance of the on-boarding process not only for refugees, but also in general – for all employees. Explain on-boarding steps and techniques considering the professional background of your participants – HR professionals are usually familiar with them. Even though, some practical instruments such as checklists, are always useful to reassure that they are up-to-date.

Highlight the responsibilities for the on-boarding process in the whole company, involving not only the HR team, but also management team, potential mentors and the rest of the employees, who should be prepared to welcome accordingly the new team member.

Highlight the on-boarding specifics for refugees

Focus on the specific intercultural/interreligious differences of on-boarding a refugee, bearing in mind their country of origin and the national cultural specifics. In this regard, it is recommendable to check materials in Module 5 Intercultural issues.

In order to involve more actively and really engage the participants, include practical exercises, working in groups, role-plays, case studies with refugee context, etc. Give enough space for discussion after that, in order to draw lessons, which will be useful for all team members when going back to work.



2.2.4 Module 4

Mentoring of refugees for better integration in the workplace

The forth REST module is dedicated to mentoring which is considered a very useful approach in refugees' work integration. It helps getting refugees smoothly into the job, supports their work performance and their integration to the team. The module explains what mentoring is and what benefits it brings to employers, refugees and mentors. It defines the role and characteristics of mentors and gives detailed instructions on how to build a trustful and respectful mentoring relationship and how to manage it, taking into account the specific challenges when mentoring refugees.

The module also provides opportunities to practice and develop the skills critical for successful mentoring through informative and interactive exercises. Furthermore, the module includes practical tools such as recommendations for appraisal interviews, mentorship relationship (re)-evaluation sheet and list of useful information and contacts for dealing with post-traumatic stress disorder in refugee-employees.

Overview of units

Unit 1: Introduction

- a. The benefits of mentoring refugees for both mentors and mentees
- b. Successful mentoring stories from European countries

Unit 2: The role of mentor

- a. Introduction: mentor, mentee, mentor's role
- b. Mentoring relationship
- c. Mentoring relationship (re)-evaluation

Unit 3: Kinds of mentors

- a. Different companies – different mentors
- b. Who can be the most appropriate for a mentor in your company?

Unit 4: Mentoring process

- a. building a trustful relationship
- b. Supporting Goal Setting
- c. Effective communication: active listening, asking questions, empathy
- d. Giving feedback

Unit 5: Appraisal interview

Unit 6: Post-traumatic Stress Disorder (PTSD)

- a. Post-traumatic stress disorder (PTSD) in a nutshell
- b. Recommendations for professional help organisations - list

Learning Outcomes

After studying this module someone will

- understand the importance of mentoring for refugees' labour integration
- understand the practical application of the approach thanks to the successful mentoring stories
- understand the role of a mentor and mentee including the limits of the roles
- have knowledge of different kinds of mentors in a company
- be able to identify the most appropriate mentor for a refugee
- understand the importance of trustful and respectful mentor-mentee relationship
- be able to set up and manage such mentorship relationship
- know and be able to use the techniques for supporting the mentee in goal setting and achieving
- be able to motivate, engage and empower the mentee at work
- understand the main characteristics and purpose of appraisal interview and its benefits for mentee, mentor and organisation
- be able to conduct an appraisal interview
- understand the roots of post-traumatic stress disorder (PTSD)
- know where to find a professional help for dealing with PTSD if needed



Access to Module 4 training material

The training material is accessible via the link below. You can find the guideline for using the online platform in the chapter "Online platform – System Handling".
<https://bit.ly/2FP1BpS>

Practical tips for conducting a workshop on the topic "Mentoring of refugees for better integration in the workplace"

- Use many examples from practice to illustrate the typical challenges of refugees' mentoring and the measures to overcome them.
- Introduce and discuss mentoring success stories, it helps demonstrate the importance and relevance of this approach. Try to present the stories in a context that is understandable and relevant to the participants and the local situation.
- Emphasize the importance and complexity of the mentor's role and suggest further training for mentors.
- Highlight that mentoring is beneficial to not only the enterprise and refugee, but it also improves the professional and personal growth of the mentor.
- Mentoring refugees and migrants have some specifics. Besides the standard skills needed for mentoring, intercultural and interreligious awareness as well as communication skills are crucial for successful mentoring. Refer to M5 – Intercultural aspects and M6 – Easy language for further learning.
- Some problems refugees encounter, might be triggered by traumatising experience (post-traumatic stress disorder) and must be treated with caution, know your limits and refer to specialists if necessary.
- To enliven the session and support the practical dimension of the training, consider inviting a guest speaker. It can be a professional from the field, an employer/manager with experience in mentoring, a mentor or a refugee who was mentored.
- Do not present mentoring as a quick fix for labour integration - make clear to the participant that the process needs time and patience.

2.2.5 Module 5

Intercultural aspect at the workplace

Cultural awareness is a crucial competence for successful interaction with refugees and people with migration background. To ensure effective workplace integration managers need to be aware of their own culture and know how it influences their perceptions, values, beliefs as well as communication. The fifth REST module introduces the basics of the concept of culture, its elements and the common causes of problems related to intercultural differences (e.g. misperceptions, misinterpretations, misunderstandings or stereotyping). Furthermore, the training material offers recommendations for development of welcoming organisational culture and cross-cultural management.

Many refugees and migrants belong to a religion different from the one dominant in the host country. For employers it becomes highly useful to be aware of possible differences and eventual impacts on their workplace. To facilitate interreligious understanding the fifth module includes materials dealing with topics such as religious freedom and practice at workplace and offers insight into common situations related, especially, to Muslim religious practice.

Overview of units

Unit 1: Cultural Awareness

- a. What is culture
- b. Iceberg Model
- c. Perception and interpretation
- d. Stereotyping – face-to-face exercise

Unit 2: Experiencing cultural differences

- a. Coconut Model
- b. Coconut Model Layers
- c. Value Exercise
- d. Benefits of Cultural Diversity
- e. Intercultural Sensitivity

Unit 3: Communication with other cultures

- a. Non Verbal Communication
- b. Observing body language
- c. Conversation across cultures
- d. Cross cultural individual handout

Unit 4: Working with other cultures

- a. Key Factors International Business
- b. Elements of Business Etiquette
- c. Cross Cultural Teams

Unit 5: Practical things around welcoming culture

- a. Welcoming Culture
- b. Case Study Welcoming Culture
- c. Cultural Dimensions Case Studies Exercise
- d. Cultural Dimensions Handout
- e. Welcoming Package
- f. Onboarding checklist
- g. Top 10 Welcome New Employees

Unit 6: Religion

- a. Religious Freedom at the workplace
- b. Religious Freedom at the workplace – everyday examples
- c. Support for employees
- d. Starting from geography
- e. Understanding Islamic Traditions
- f. Religious Practice at Work
- g. Training on Religion – final

Learning Outcomes

After studying this module someone will

- be aware that we are all shaped by our social and cultural background that influences how we interpret the world around us, perceive ourselves and relate to other people
- be aware of the ways in which different types of identities (gender, age, racial, ethnic, national, geographical, historical, linguistic, etc.) influence the communication
- know the visible and invisible elements of culture
- be prepared for an effective participation in an interconnected and globalized world
- understand the causes of misunderstandings in cross-cultural communication and will be able to prevent and resolve them
- become more sensitive to different cultural contexts and different communication and negotiation styles
- understand how cultural differences influence business and know basic etiquette in international business
- understand the benefits of cultural diversity at workplace and be able to create and develop strong cross-cultural teams
- be able to create and promote welcoming organisational culture
- acquire practical skills for conducting successful on-boarding process in intercultural environment by taking in consideration the key steps in its implementation
- understand the concept of religious freedom and be able to create a tolerant workplace
- be able to integrate employees belonging to different religions into the work team while respecting their and local traditions
- know more about the Muslim minority in Europe, the core beliefs and traditions of Islam and will be aware of some common myths about Islam and Muslims
- be able to propose feasible arrangements to ensure religious freedom at workplace, prevent and undercut discrimination

Access to Module 5 training material

The training material is accessible via the link below. You can find the guideline for using the online platform in the chapter “Online platform – System Handling”.

<https://bit.ly/2CIEs4q>

Practical tips for conducting a workshop on the topic “Intercultural aspect at the workplace”

- Avoid any stereotyping and generalisation. Always emphasise the need of seeing people as individuals and taking into account specific circumstances.
- If the trainers are experienced in this field, they can combine the REST materials with other materials for intercultural communication.
- Include cultural or religious aspects particularly relevant for your country or region. Try to respond to the personal interests of your participants, especially those related to religion.
- Encourage discussion within the participants, if you work with trainees with different cultural or religious background - ask them to share their personal experience.



2.2.6 Module 6

Easy language at the workplace

Language skills are the key to successful integration at the workplace and employers increasingly face the need to support job-related language development in employees with migrant background. In this module, participants learn how to use one's own mother tongue in a way that it is clear and easily understandable for somebody whose skill in this language is only elementary or intermediate. This training material explains how the use of language affects understanding, which words are easy to understand, how to avoid difficult synonyms and formulate the message properly.

Overview of units

- Unit 1: Vocabulary
- Unit 2: Numbers and characters
- Unit 3: Sentences
- Unit 4: Texts
- Unit 5: Layout and pictures

Learning Outcomes

After studying this module someone will

- understand that spoken and written language can be adapted to the needs of people who have a lower level of language skills without using grammatically incorrect language (e.g. using only infinitives)
- know which vocabulary should be used and which should be avoided in order to be understood
- know how to use numbers and characters in a supportive way
- be able to create sentences which are easy to understand
- know how to support understanding with layout and pictures

Access to Module 6 training material

The training material is accessible via the link below. You can find the guideline for using the online platform in the chapter "Online platform – System Handling".
<https://bit.ly/2CIEs4q>

Recommendation and practical tips for implementation of the workshop on the M6 Easy language

- Make sure that participants understand that using simple language does not mean using wrong grammar (such as infinitives only, "baby talk" or pantomime). It could be perceived as a demonstration of disrespect toward foreigners.
- Emphasize that refugees and migrants' language skills do not represent their intellect.
- Be aware that the „Easy Language“ approach is highly dependent on the language used. Examples that make sense in English may lose their meaning in another language.
- Propose activities where the participants have to use the rules of the easy learning approach.
- Make sure that you adapt the module to the professions or professional context of your participants.
- Create sector specific groups that use similar vocabulary at the workplace – then you can actively work on reducing language complexity and find easy to understand



Good news

2.3 Copyright rules

In case you are already wondering about your rights to use these training materials in the trainings that you offer yourself, you can find below the most important information about our copyright rules:

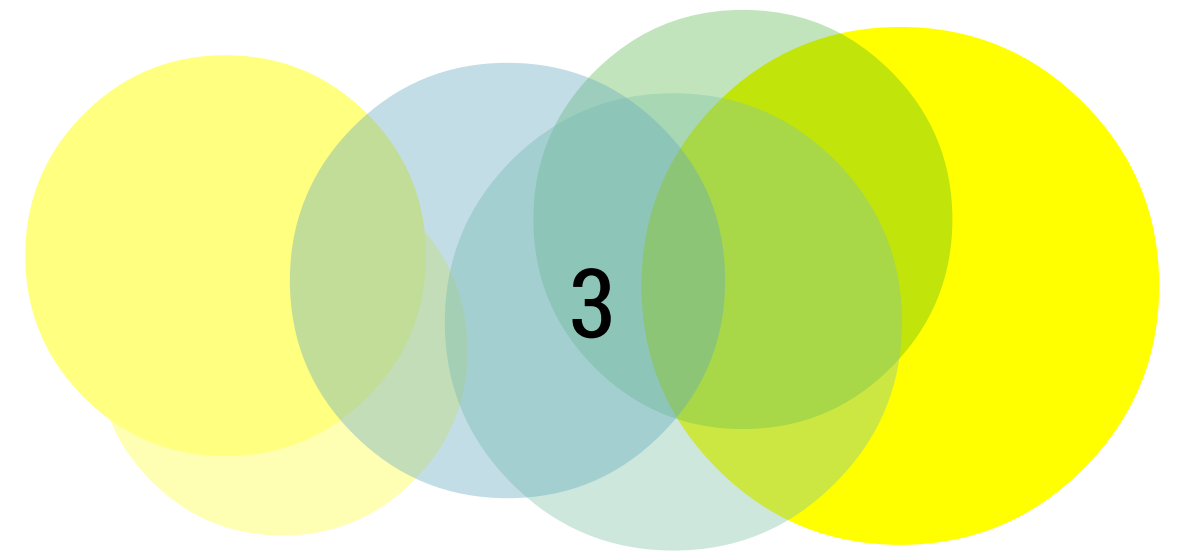
Good news first:

You are allowed to share, reproduce and redistribute the material in any format or medium that you want. You can also change and/or build on the material.

Here are the rules and conditions to do so:

The REST consortium decided to implement the following copyright rules: CC BY-NC-SA, and that stands for Attribution-Non-commercial-Share Alike.

You must provide appropriate copyright and other proprietary notices, include a link to the license, and indicate whether any changes have been made. This information may be provided in any reasonable manner, but not in such a way as to create the impression that the Licensor is specifically endorsing you or your use. Furthermore, the material cannot be used for commercial activities. If you modify, or directly build upon the material, you may distribute your contributions only under the same license as the original. You may not use any additional clauses or technical procedures that legally prohibit others from doing anything that the License permits.



3. Coaching & Counselling

In this chapter we will explain the Coaching & Counselling conducted in REST and give some tips how you, as a trainer, can provide coaching or counselling support to your learners.

As mentioned before, the six REST training modules follow a process model based on the relevant integration phases. During this integration phases employers potentially face a wide range of problems and challenges of different character and origin – from simple knowledge gaps that need an expert to provide the necessary information to interpersonal, social conflicts that rather need a mediating force.

The REST team decided to provide a variety of Coaching & Counselling measures to cover this broad spectrum and give fitting support for various challenges. Coaching & Counselling are tools with a different purpose and therefore useful for problems of different character. It follows a short definition and distinction of the two methods.

- Coaching & Counselling focus on two different time frames. Counselling looks at the past while coaching looks into the future. Nevertheless, both focus on how to make the present time a productive asset.
- Coaching is a development process that enables clients to develop skills they need to improve their performance within a constructive environment. It helps a person to learn, regardless of their performance level.
- Counselling has a different purpose. It comes into play when clients do have issues or challenges that are affecting their work, and if uncorrected, may derail his or her ability to succeed.

In summary, it can be stated that coaching is a rather active intensive process acquiring the participant to think, mobilise his/her own competences, challenging thinking patterns, come up with solutions and strategies to reach them. Counselling on the other hand is a rather passive solution finding process – the counsellor comes up with a solution and a strategy how to get there, while the client needs to implement the fix.

The Coaching & Counselling in REST was an “on demand” offer for participants. This means, that they needed to actively approach a REST trainer with a specific problem or goal for their organisation that they would like individual support for. These problems or goals were guiding the choice of the support (coaching or counselling), the specific measures taken as well as the suitable person in the team to give the support.



The following points give you an overview about the different approaches to Coaching & Counselling in REST:

- The opportunity to benefit from Coaching & Counselling was advertised in promotional activities. In some cases this led to individual Coaching & Counselling sessions.
- In some of the partner countries counselling activities were carried out in two phases. In the first phase, the problem was defined by a preliminary telephone conversation. In the second phase, possible solutions are discussed in the course of a personal meeting.
- A „Coaching & Counselling contact address“ has been set up. Interested parties could turn to this address with their questions.
 - If possible, the problem was solved directly on the phone or via e-mail.
 - In case of difficulty to answer a question, further sources of information were transferred, or the contact of an expert was given
- Another approach was that the „Coaching & Counselling“ was conducted on the basis of the participants questions.
 - Sometimes questions were sent to the trainers or workshop leaders before the training in order to discuss them during the event.
 - In other cases participants asked spontaneous questions related to the needs of their organisations.
- To get more concrete information or advices on specific issues individual counselling was conducted. This approach was already initiated in the promotion phase.

The most common questions addressed in the Coaching & Counselling were:

- How to overcome internal resistance in companies/organisations in order to hire refugees?
- How to find the most appropriate candidates for the respective organisations or companies?
- How to overcome administrative barriers in the employment process
- How to implement mentoring practices for refugees at the workplace?
- How to deal successfully with intercultural differences and stereotyping?
- How to implement on-boarding techniques?

Practical tips and recommendations

Similar as with the training sessions, the experiences gained by the project partners in the Coaching & Counselling process, were documented and analysed. Practical tips and recommendations were developed from these experiences. We have classified our findings into three focal points that are the most important in our opinion.

Make your offer visible

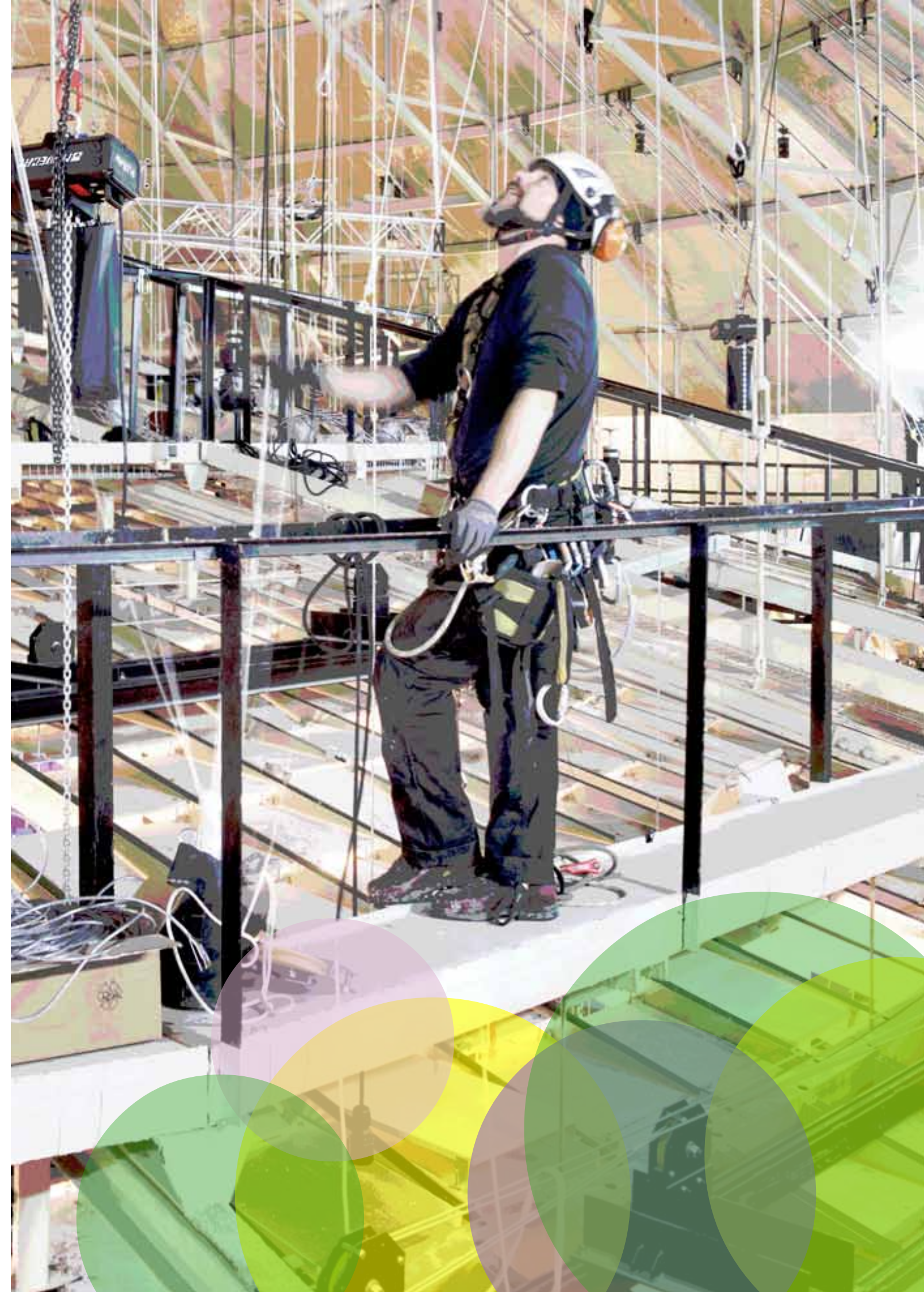
- Find out which industries, organisations or companies could benefit most from your offer. Contact these potential participants and actively offer your support.
- Announce as early as possible that a Coaching & Counselling offer is available, in order to schedule your Coaching & Counselling sessions in a timely manner.

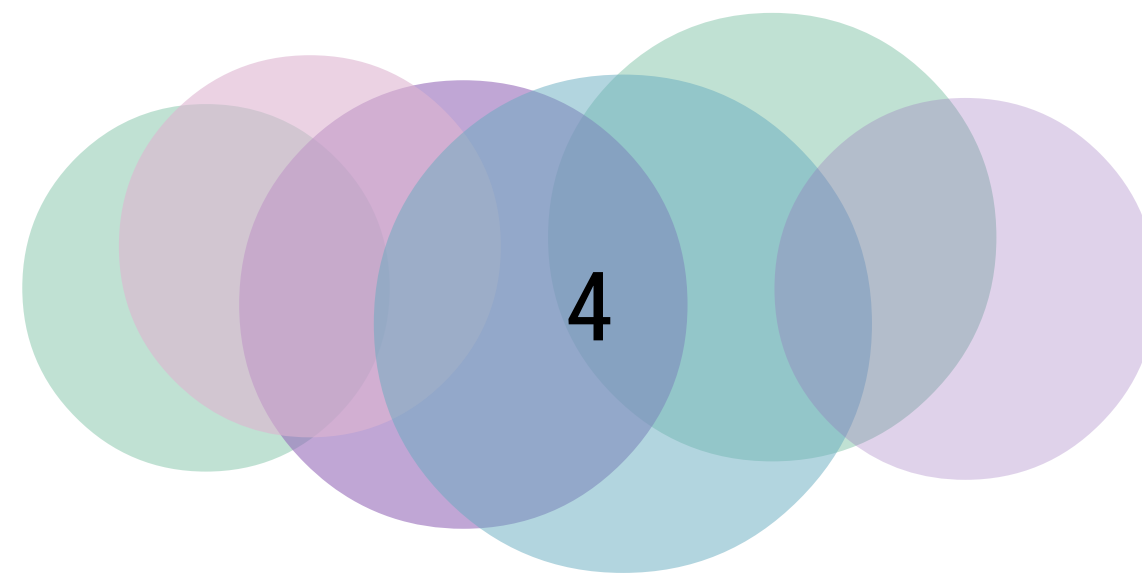
Use additional resources

- Know your limits. Have no hesitation in turning to helpful materials.
- According to our experience, it is also advisable to provide specific Infopacks in order to support counselling activities.
- Involve experts in the support process if necessary

Maximize your support options, but don't go beyond agreed limits

- Be as accessible as possible for your Coaching & Counselling participants. In this case, we recommend that you offer multiple channels of communication (mail, phone, in person).
- Make sure that you do not go beyond the scope of Coaching & Counselling. Make sure to stay in your role as coach or counsellor. Do not take over tasks for companies (e.g. filling administrative paper for immigration).





4. Online Platform

The online platform, created in REST, serves for e-Learning as well as networking and community-building among its users. As the platform was developed by a project consortium consisting of partner organisations from different countries with different national languages, the platform is available in six language versions (English, German, Italian, Bulgarian, Greek and French). To enable online communication between the users, forums were integrated. These forums are available in the respective language versions as national forums. Of course, users from Germany and Austria share a forum, as there should be no language barrier. In order to enable Europe-wide communication between countries with different national languages, we set up an international forum. The forum language used here is English. Forum contributions in other languages will be removed from the platform-host. As mentioned above, the e-learning section consists of six modules designed to encourage and facilitate the recruitment and integration of refugees into European companies and organisations.

The online platform is part of the REST three-fold approach. It is therefore clear that the online offer that has been developed is closely linked to the conducted workshops. The trainers, who were conducting the REST face-to-face workshops were using the platform and/or the resources made available there as a basis for designing the workshops. During the workshops, they showed videos, conducted exercises from the “Resource Pool” and in some cases introduced the use of the online platform. All workshop participants were given access to the REST online service. The participants had the opportunity to deepen their knowledge of the contents and to discuss the contents of the platform with the trainers during the workshops.

The online platform can also be used as a supporting tool for Coaching & Counselling activities. On the one hand the resource collection serves as a helpful source for the preparation of specific Coaching & Counselling requests, on the other hand the online forums can be used as a space for online-counselling.

The online platform is free of charge and accessible for everyone who is interested in the REST system. However, it was planned and produced as a supporting online-tool for educational activities. Just like the manual, the online platform addresses two target groups. These are described as follows:

1. Educators, trainers, coaches as well as organizations active in the education sector are to be equipped with a tool through the online platform, which will help them to generate new skills and competences or to expand existing ones.
2. Companies or organizations interested in recruiting refugees. Of course, this also applies to companies or organizations that have already hired employees who experienced flight and want to better integrate them into their working environment. More specifically, we address employees who hold management or HR positions in the companies or organizations described.

For reasons of better readability, the target groups mentioned in this manual are referred as „trainers „ (target group 1) and „ learners „ (target group 2) in the context of the online platform.

Trainers and learners can consequently use the online platform. According to the different goals of the user groups, the platform also features different functions and options.

„Learners“ have access to all modules of the platform and can read and/or download the content online. They can read and write entries in their national forum as well as in the international forum. Of course, they can also comment on entries of other users or reply to them. „Learners“ can thus participate in all activities, carry out self-reflexions, download and implement guidelines for, for example, action plans. Of course, they can also read the presentations and apply what they have learned in their working environment.

In the context of the online platform, the difference between „Learners“ and „Trainers“ is that trainers not only increase their knowledge through this tool, but are also supported in passing this knowledge on. Trainers use the same interface as learners. However, they have access to additional files that are only visible to them. These files usually contain supporting materials that assist trainers in conducting workshops. Examples include guidelines for organizing learning activities, additional knowledge to some of the topics, practical tips for implementing the workshops. Trainers thus have access to all files that are visible to learners, but also to specific support materials. These specific training materials can be identified by having „for_trainers“ integrated in the file name. A further distinguishing point is that „Learners“ only have the possibility to download pdfs, Trainers, however, have the possibility to download the content in the Power Point or Word formats. There are two reasons for this. First, because the Power Point contains additional information for the workshop design in the text field and second, because the documents can be edited or changed according to the trainers needs.

How to register and enrol as learner and/or trainer in the online platform will be explained in the next chapter “Online Platform – System Handling”.



Online Platform - System Handling

In this chapter, you learn how to register with the online platform, select the appropriate language version and use the platform as a tool for your personal further education or as a support for the implementation of training courses and workshops through illustrations and the corresponding descriptions. Furthermore, it will be explained how to change the status from "Learner" to "Trainer".

To register with the online platform, please follow the step-by-step instructions below.

1. Visit the REST project website: <https://rest-eu.org/platform>
2. Select the language version of the platform in which you would like to access the training materials
3. Create a new account (if you are not already a user)
4. After registration, you will receive an email that ensures that no one has created your account without authorization. Please confirm the creation of your account.
5. After confirming your account, you will be redirected back to the platform. Here you register for the course by clicking on „enrol me“.
6. After enrolling in the course, you will receive another confirmation e-mail informing you about the possibility of creating a user profile. The creation is not mandatory.

Now you are registered on the online platform as a „Learner“. In order to change your status from „Learner“ to „Trainer“, contact the website host under h.bienzle@dieberater.com and request the status change.

After registration, you will be automatically redirected to the starting page of the online platform. Here you can see the different modules and the forum. In the column on the left side, you can see the different modules including the corresponding units and from there you can go directly to the desired module or unit. If you want to call up the start page of a module, then click on the suitable symbol, to be seen, centrally on the screen.

REST Training Programme

The screenshot shows the REST Training Programme online platform interface. The top navigation bar includes a menu icon, the REST logo, the language selection 'English (en)', and a search bar. The left sidebar, titled 'REST Course (english)', lists various sections: Badges, Competencies, Grades, Module 1: Recruitment of refugees (with sub-items 1.1. Introduction, 1.2. Searching Phase, 1.3 Screening phase), Module 2: Legal & Administrative Information (with sub-item 2.1. Legal and administrative procedure), and 2.2. Contact points. The main content area features a large green header 'REST PROGRAMME FOR SUPPORT OF EMPLOYERS FOR HIRING REFUGEES' with a breadcrumb trail 'Dashboard / My courses / REST Course (english)'. Below this is a 'WELCOME TO THE REST ONLINE PLATFORM!' message with the REST logo and a description of the platform's focus on refugee integration. A row of six module icons (IM1 to IM6) and a Forum icon (IF) is displayed, each with a label: Module 1 (Recruitment of Refugees), Module 2 (Legal & Administrative Information), Module 3 (Induction), Module 4 (Mentoring), Module 5 (Intercultural), Module 6 (Easy Language), and Forum. Annotations with blue boxes and arrows provide guidance: 'Click here to go back to the international forum and all language versions' points to the breadcrumb; 'Find the module and unit selection in the menu on the left' points to the sidebar; 'Click on the module icon to get to the desired module' points to the IM1 icon; and 'Click here to get access to the national forum' points to the IF icon.

REST

English (en)

REST Course (english)

Badges

Competencies

Grades

Module 1: Recruitment of refugees

1.1. Introduction

1.2. Searching Phase

1.3 Screening phase

Module 2: Legal & Administrative Information

2.1. Legal and administrative procedure

2.2. Contact points

REST PROGRAMME FOR SUPPORT OF EMPLOYERS FOR HIRING REFUGEES

Dashboard / My courses / REST Course (english)

Click here to go back to the international forum and all language versions

WELCOME TO THE REST ONLINE PLATFORM!

Find the module and unit selection in the menu on the left

On the REST online platform you will find f-2-f and e-learning material that focuses on the integration of refugees in the work environments of their host countries.

Six modules provide a mixture of theoretical input, learning activities and practical tips.

Click on the module icon to get to the desired module

Click here to get access to the national forum

IM1 Module 1 Recruitment of Refugees

IM2 Module 2 Legal & Administrative Information

IM3 Module 3 Induction

IM4 Module 4 Mentoring

IM5 Module 5 Intercultural

IM6 Module 6 Easy Language

IF Forum

REST Forum

The screenshot shows the REST International Forum interface. On the left is a sidebar with links: REST_Forum, Participants, Badges, Competencies, Grades, Dashboard, Site home, Calendar, and Private files. The main content area has a breadcrumb trail: Dashboard / My courses / REST Course (english) / FORUM / Forum. Below this is the forum title and a description. A button 'Add a new discussion topic' is present. A table lists forum discussions with columns for Discussion, Started by, Group, Replies, and Last post. Callouts point to specific elements: 'Click here to go back to the course' points to the breadcrumb; 'Add new post' points to the 'Add a new discussion topic' button; and 'Click here to read the post or reply on it' points to a discussion entry in the table.

REST INTERNATIONAL FORUM

Dashboard / My courses / REST Course (english) / FORUM / Forum

Click here to go back to the course

REST INTERNATIONAL FORUM

This is the international forum for all languages.

Add a new discussion topic

Add new post

Discussion	Started by	Group	Replies	Last post
📌 Internationales Forum	dB Admin		0	dB Admin Mon, 28 May 2018, 1:20 PM

Click here to read the post or reply on it

Navigation on the Platform

The screenshot shows the REST platform navigation interface. The top bar includes a menu icon, the REST logo, the language 'English (en)', and a search icon. A sidebar on the left lists course components: REST Course (english), Badges, Competencies, Grades, Module 1: Recruitment of refugees, 1.1. Introduction, 1.2. Searching Phase, 1.3 Screening phase, Module 2: Legal & Administrative Information, 2.1. Legal and administrative procedure, and 2.2. Contact points. The main content area shows the current unit '4.3. KINDS OF MENTORS' with navigation arrows to '4.2. The role of mentor' and '4.4. Mentoring process'. Callouts provide instructions: 'Click here to go back to the last chapter' points to the left arrow; 'Click here to go to the next chapter' points to the right arrow; 'Alternative access to learning material' points to a document icon next to a unit objective; 'Open files' points to a file icon next to a learning material; and 'Select a module or unit directly' points to a 'Jump to...' search box at the bottom.

REST English (en) 🔍

◀ 4.2. The role of mentor 4.3. KINDS OF MENTORS 4.4. Mentoring process ▶

Click here to go back to the last chapter

Click here to go to the next chapter

How to support employers to identify who will be the most appropriate employee of his/her staff to be a refugee mentor.

UNIT OBJECTIVES

After studying this unit participants should:

- To learn about various cases of company mentors.
- To get ideas how to identify the most appropriate member of the company for becoming a refugee mentor.

📄 4.3.1. Different companies – different mentors

📄 4.3.2. Who can be the most appropriate for a mentor in your company? ☐

LEARNING MATERIALS

📄 4.3.1. Guide: Mentoring - Kinds of mentors ☐

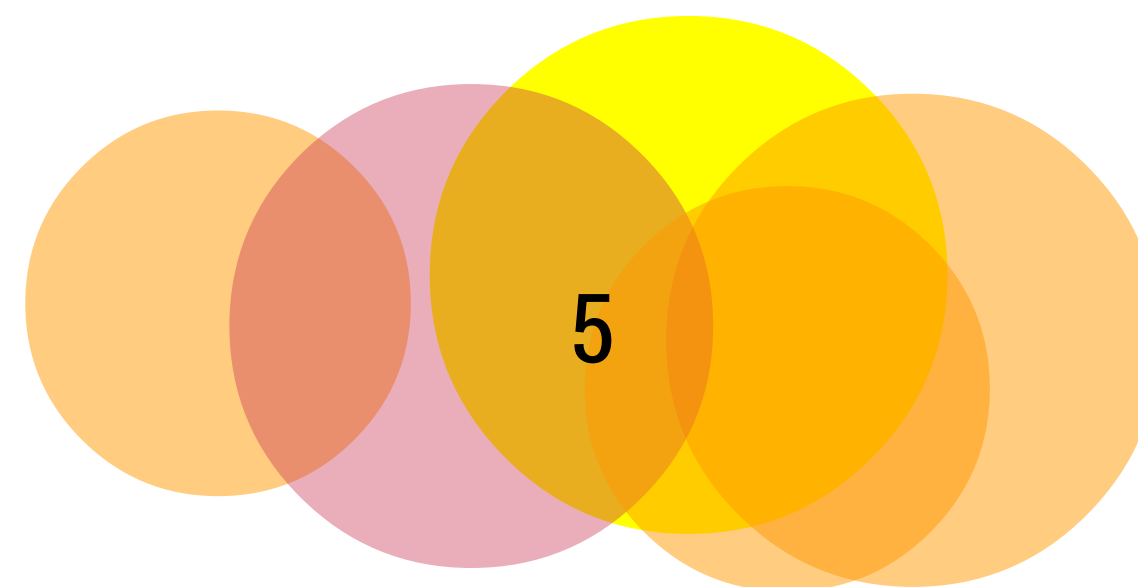
📄 4.3.2 Who is your refugee mentor? ☐

Alternative access to learning material

Open files

Select a module or unit directly

◀ 4.2. The role of mentor Jump to... ▶

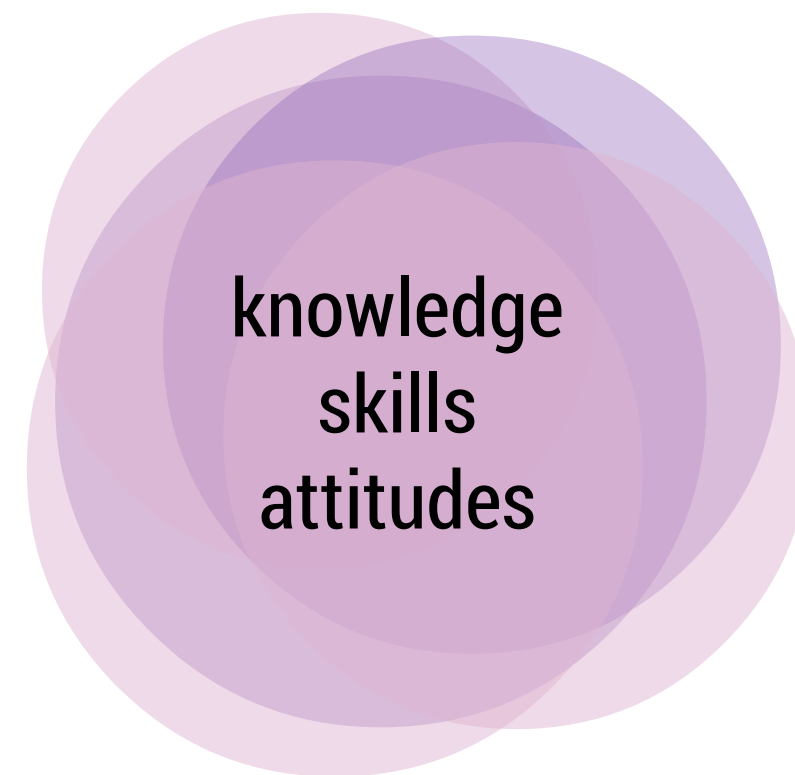
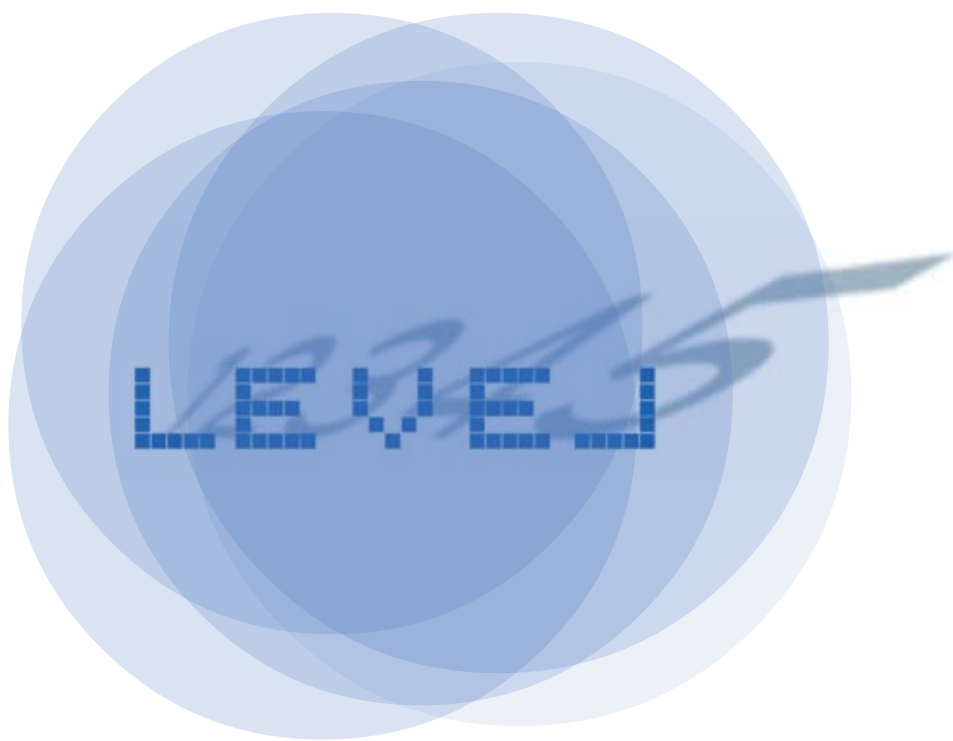


5. Validation of competence developments through LEVEL5

5.1 Validation of competences – for what and for whom?

Validation can be defined as ‘the process of identifying, assessing and recognising skills and competences acquired in non-formal and informal settings’. Non-formal and informal learning and their validation aim at several demonstrable benefits – one is to promote motivation for development through recognition of learning. Validation can contribute to make learners more self-aware and critical and to engage in further learning. Another aim is to offer evidence of learning achievements gained outside the formal education system to be communicated to other stakeholders, e.g. to employers, and to promote the employability of persons with no or little formally recognised degrees.

Valuable competences, frequently developed through informal and non-formal learning, are rarely validated and certified by learning providers. This leaves a huge amount of progress and development that cannot be demonstrated or proven to potential stakeholders. Therefore, validation represents a considerable opportunity for vulnerable target groups and those people working with them. One approach to validate competence developments is LEVEL5 – a system developed and piloted in a series of European-funded projects since 2005.



5.2 LEVEL5: The core principle

LEVEL5 is a unique system to validate competences and competence developments and to create competence oriented learning pathways in non-formal and informal learning contexts. It is especially suitable for the assessment and documentation of personal, social and organisational competences.¹

The LEVEL5 approach builds on the notion that a “competence” is the ability to apply a synthesis of

- knowledge
- skills
- attitudes

in a particular situation and with a particular quality” (CEDEFOP 2006)

Since the age of the enlightenment, we know by the works of the Swiss pedagogue Pestalozzi that learning happens with „head, heart and hand“. In recent years, neurobiological (brain) research has again clearly demonstrated that the non-cognitive dimensions are of special importance for learning.

¹ The “Key Competences for Lifelong Learning – A European Framework” is an annex of a Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning that was published in the Official Journal of the European Union on 30 December 2006/L394 (http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/L_394/L_39420061230en00100018.pdf).

The LEVEL5 methodology is based on these notions. Consequently, the LEVEL5 system is based on this model to assess, evidence, and validate the cognitive, activity related and affective competence developments (cognition, actions, values) in informal and non-formal learning contexts. Individual or group competences are evaluated in a process-orientated way, if desired, visualised in a three-dimensional cube model, and fully documented in a specific software system.

LEVEL5 focuses on learning processes as they represent potentials, too. Therefore, two assessments are foreseen: the first one at the beginning of a learning activity and the second one at a later stage after a certain period of practice. When comparing the results of the two assessments you will be able to see how a competence has evolved.

In the three-dimensional model, the so-called LEVEL5 cube, developments of knowledge, skills and attitudes are visualised. These levels are defined through reference systems – the core of the LEVEL5 system. A reference system describes a given competence on five levels in each competence dimension – from beginner to competent expert. These reference systems are adaptable to any target groups and learning context.



heart icon
cognitive
active
affective

5.3 The use of LEVEL5 in REST

The LEVEL5 approach is based on a five-step procedure, starting with a description of the learning project and ending with the evidencing of learning outcomes and the validation of learners by means of the LEVEL5 software.

For this purpose, the LEVEL5 approach was customised and contextualised to the project context. Reference systems for relevant competences were established, e.g. applying easy language with refugees or dealing with diversity, where these competences are described in a tangible way.

The LEVEL5 procedure for trainers

The practical application of the LEVEL5 follows these steps:

Reflect about your learning context and identify, your learning objectives in the given context – we will call this „learning project“. (If you strive for a certificate, you will have to describe your learning project briefly either in the software or on the offline template.) Select a competence you wish to further develop and/or reflect on from the list of competences.

Do a first assessment at the beginning of the learning phase: Read the competence description and the reference system and identify your competence level in each of the three dimensions. Give reasons or examples that prove your rating.

Pursue your learning objectives in the given context. Do the second assessment at the end of the learning phase: Read the competence description and the reference system and identify your competence level in each of the three dimensions again. Give reasons or examples that prove your rating. If you wish to receive a certificate, also write a summary of the learning process for each dimension.

Receive a certificate: If you wish, you may receive a LEVEL5 certificate, which evidences and visualises your learning progress in your selected competence field. For this purpose, you need to document your learning activity and the outcomes of your assessment. There are two ways to do that: via the online self-assessment interface accessible through the online platform or via an offline template, which is part of the REST Training Material.

After you have finished the documentation, contact your national REST coordinator or directly to info@level5.de and receive your certificate within one week.

Using LEVEL5 with learners

If you wish to apply LEVEL5 with e.g. the refugees, you have to follow the same steps. However, it is important to choose an assessment method that is adapted to the skills of the refugees. Experience with these learning groups has shown that self-assessment with the help of a reference system is an excessively demanding exercise. Here, it is important to select methods that can be mastered by the learners with joy and creativity, such as group discussions, role-plays, simulations, etc. If self-assessment is the only method that seems feasible for practical or time reasons, ways must be found to simplify the complex descriptions of the reference system or, for example, to break them down into a questionnaire.

As to the steps described above this means that e.g. the trainer, HR or line manager still reflects on the learning context and sets up a learning project taking into consideration the learning needs and requirements of the learners. He/she reflects on the competences that the learners shall acquire within the learning project.

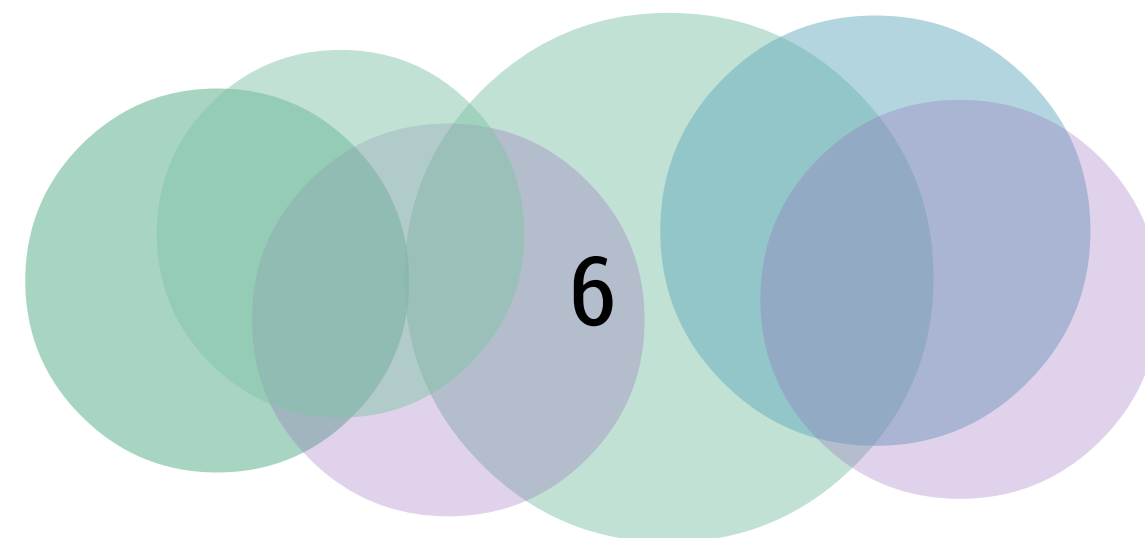
The steps 3 and 5 are the crucial ones, as here an appropriate assessment method has to be chosen and implemented with the learners. The results of the assessments can be documented either by the trainer or by the learners themselves (ideally, there is an external observer who fulfils this task.)

How long does it take and what will it cost

As to the time needed to apply the LEVEL5 procedure, this very much depends on the assessment concept. Estimate approx. half an hour to reflect and document the rating for all three dimensions for one self-assessment. This is done twice in the process. Of course, other methods of assessment are possible, for example in a peer-to-peer setting or based on exercises.

Apart from that, you may require some time to think of suitable activities to promote your learning process.

The use of LEVEL5 and the issuing of certificates within REST are free of costs. If you wish to use LEVEL5 after the end of the project, you may join the REVEAL association, who is owner of the software, to become a licensed partner. For further information contact: info@reveal-eu.org.



6. Impact and Sustainability

In the course of the project, the REST project partners have gained many experiences and celebrated successes regarding the work integration of refugees in their project countries. We have grown as organisations - however, many of our successes are not directly measurable. For instance, positioning of the involved partner organisations, as important stakeholders in the field of labour market integration of refugees. One factor that has contributed positively to this development is the creation of the REST Label for companies and organizations.



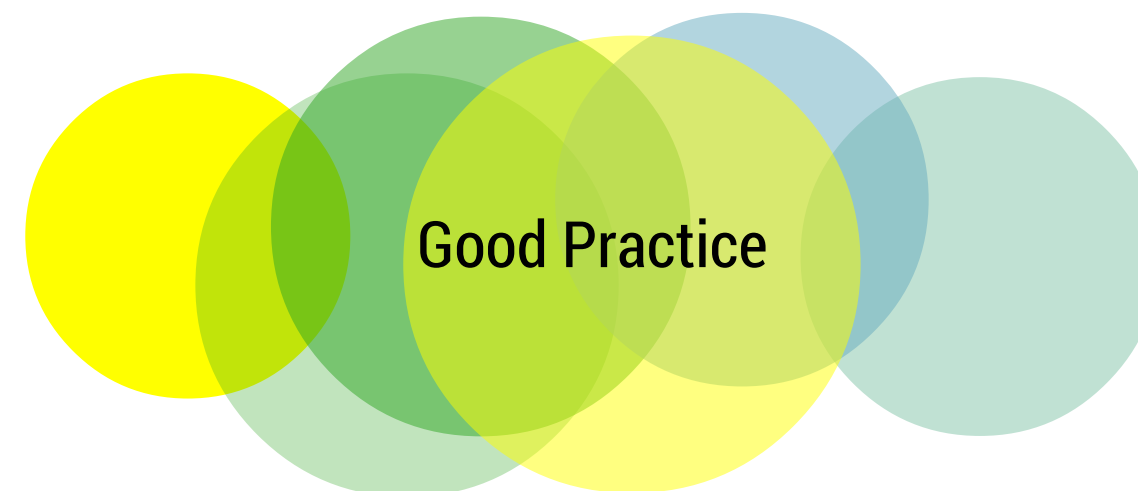
6.1 The REST Label

The REST Label recognises organisations that promote an inclusive working climate and diversity at the workplace. Any company and/or organizations that have found a way to integrate inclusion and diversity into its organizational culture are eligible to receive the REST label.

The label is awarded, when it is clearly visible that the company in question is working towards the integration of refugees. This means that not only a positive attitude towards refugees must be communicated, but also direct methods of labour market integration must be applied. After applying the REST training content, companies and other organizations are advised to apply the REST label. However, participation in REST is not a prerequisite for the award of the REST label. In order to make the awarding as transparent as possible, the relevant selection criteria have been published and are therefore clearly visible to all interested parties.

To find out more about the selection criteria and how to apply for the REST label, please click on the following link:

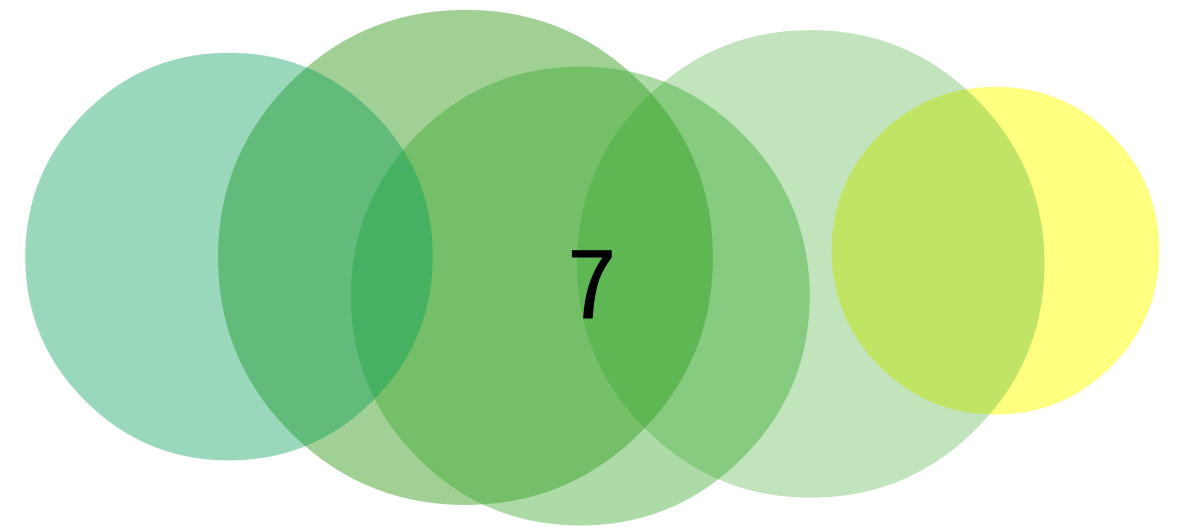
<https://rest-eu.org/wp-content/uploads/2018/09/The-REST-Label.pdf>



6.2 The Good Practice Brochure

In the course of the REST implementation, we made many great experiences, but some stand out. We have collected these „Good Practices“ and published them for you as a source of inspiration and information. First, you can access short video clips with reference to the success stories on our website (section: success stories) - two videos were produced in each participating country. Second, we have summarized our experience as well as the success stories in the „Good Practice Brochure“ which you can find in the download section of the website.

With the „Good Practice Brochure“ and the video presentations of our success stories, we want to encourage you to engage in similar activities. The stories illustrate how you can positively influence your environment by applying the REST approach.



7. Closing words

The Manual can be described as one of the core products of the REST system, because it links all important outputs to each other and provides access to them. With this text, we would like to ensure that REST remains visible and useful beyond the duration of the project. Our goal is to have a positive influence on European companies and in a broader sense also on society.

We would like to see how this initiative turns into a positive trend. For that great purpose, we need your help. Only together with you, we can achieve substantial changes in order to use the so-called refugee problem for mutual benefit. The first step has been taken. Now it is up to you to continue and to build on the knowledge gained. This manual helps you to design and implement new versions of REST by yourself.

The REST Project Consortium wishes you every possible success in your efforts towards building a world of diversity and welcoming culture!