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Employment 4 Inclusion

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COUNSELLING ZONE 1:

DESIGNING INTERVENTION

Learning Objectives in this Counselling zone

To provide social operators and professionals working with MNAR with the necessary knowledge, skills and competences to design interventions

Guide operators in designing intervention for MNAR

Extended knowledge on the design and craton of Individualize socio-educational path

Identify necessary competences and skills as well as methodologies to carry out a socio economic inclusion pathways for MNAR

Acquire awareness on cultural differences and barriers and have strategies to overcome them

Relevant and target group of the specific Counselling zone

As seen in the introductory module, this project relevant for the following professionals:

- Educators
- Human resource professionals
- Job counsellor
- Language teachers
- Legal counsellor
- Pedagogues
- Project workers
- Psychologists
- Social workers
- Trainers
- Volunteers working with labour inclusions
- Volunteers working with social inclusions
- And other professionals working with labour- and social inclusion of MNAR

It is however especially relevant for the following professionals, who will be able to use the tools directly in their everyday work.

- Educators
- Intercultural Mediators
- Project workers
- Social workers
- Trainers
- Volunteers working in welcoming communities and integration project

Length and effort	
	Time (hours and minute)
The reading material	2 hours
The exercises	1 hour
The video/audio material	7 minutes
The self-assessment	10 minutes
The MOOC in total	3 hours 17 minutes

Index of the chapters in this counselling-zone

Introduction

Chapter 1: How to plan/schedule effective interventions

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Chapter 2: Cross Cultural competences: Knowledge on culture and intercultural communication

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2. Management and setting of the interview
3. Analysis of context of origin
4. Now it's your turn

Chapter 3: Individual Socio-Economic Integration Plan

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Conclusion

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INTRODUCTION

Designing and planning with and for MNAR presents completely different characteristics and settings because the needs and the motivational drives of the person are different. The perception itself of training needs is influenced by contingent problems of a "primary" nature, often of emergency, related to housing, to finding a job that guarantees both financial support and the permanence of the requisites necessary for the renewal of the residence permit. But each type of intervention, independently from the contingencies and from the inherent diversity of the stories and individualities involved should, in order to be effective, keep a goal fixed, that is: (re-)conquering and/or maintaining autonomy.

Therefore, whatever the type of intervention, this must gravitate around the concept of empowerment¹ – as an individual and organized process - through which individuals can reconstruct their ability to choose and to plan and regain the perception of their own value, of their potential and opportunities.

In planning each intervention, it is also necessary to take into account the person in their complexity (in terms of rights and duties, expectations, personal characteristics, personal history, cultural and political context of origin, etc.) and their needs . The desired type of approach is a holistic one, aimed at taking charge of the single person in his entirety starting from the identification and enhancement of their individual resources.

In order for this approach to be pursued, it is necessary that professionals working with MNAR acquire important skills, as we will learn more about in paragraph 3, in which we'll draw a proper profile of this professional.

Indeed, setting up effective interventions requires the participation of heterogeneous, competent and qualified skills and abilities. According to the holistic approach mentioned above, it would be appropriate to provide a multidisciplinary and interdisciplinary team, with skills, roles and organization methods that can positively respond to the needs of the user in its complexity. In this manner, the answers given to individual needs become connecting elements of a single path of social inclusion, as well as of support and rehabilitation in cases of people with specific vulnerabilities.

¹ The concept of empowerment is meant as the process of gaining freedom and power to do what you want or to control what happens to you and your life and claiming your rights . It is a matter of giving someone more confidence and/or strength to do something, often by enabling them to increase their control over their own life or situation.

CHAPTER 1: HOW TO PLAN/SCHEDULE EFFECTIVE INTERVENTION

1. Some basic premises to get started

In this paragraph we will try to point out some basic premises for those who approach a job with MNAR, regardless of their role. These premises are the basis of what is called the “intercultural approach”. Let's see what it is about.

It has been said that in order to design effective interventions, it is necessary to "welcome" the user in his complexity respecting his vision of the world, his system of values, and his needs, emancipating from any social model, thus creating the conditions for users to define themselves the model best suited to the satisfaction of their own needs. Let's try to see what the first steps are:

1. **Decentralization**²: taking distance from oneself, reflecting on oneself, as a subject that bears a culture and sub-cultures to which professional models and institutional norms are integrated. The best knowledge of oneself, of one's social and cultural identity is the first step to bring out the necessary relativity of one's points of view.

2. **Sift through the implicit premises**: by implicit premises we mean a very dense series of behavioural rules acquired through experience, now accepted as obvious and taken for granted and no longer the subject of reflection. "It has always been like this" - we tell ourselves – taking our assumptions for scientific evidence. It's these evidences that we need to sift through the sieve of doubt, when one gets in touch with different cultures. This necessarily means giving up one's own implicit premises to slip into those of the other. It is a question of exercising, of training the ability to manage differences, starting from becoming aware of the nature of the frames with which we have come into contact and/or in contrast.

Once decentralization has been carried out and our beliefs sifted through, we are finally ready to **enter the other's system**.

3. **Penetration into the system of the other**: entering the system of the other implies an empathic approach and a remarkable aptitude for openness. How to get there?

- **I keep myself informed**: I collect information on other cultures and on different systems, not so much to get answers, but to learn how to ask the right questions.

- **Listening**: a comprehensive listening that with an exploratory attitude shuns immediate interpretations, instead questioning the meaning of the use of all codes – verbal, non-verbal, symbolic codes.

Therefore, attention should be paid to:

- proxemics,
- the use of space (how people relate to each other),
- physical proximity

² Cohen-Émerique, M. (1993). L'approche interculturelle dans le processus d'aide. Santé mentale au Québec, 1993, XVIII, 1, 71-92

- posture, body movements - tension/relaxation, gestures, nods (reinforcing or not the verbal content)
- facial expressions (revealing emotions, feelings, laughter, smile, eye movements),
- gaze (an integral part of the overall expression of the face),
- paraverbal aspects of language (voice quality: tone, cadence, temporal characteristics, speed).

Setting: structuring the listening SPACE based on confidentiality, intimacy and trust.

2. The intervention areas of professionals working with MNAR

1. *Emergency area, first and second reception*: Hotspots, first and second reception centers for migrants, refugees and asylum seekers;
2. *Administrative area*: immigration offices, one-stop shops, public counters of local authorities, OPR, registry office, state offices, home office, National Insurance Institute, various information desks...
3. *Public security area*: police headquarters, prefecture, foreign public security offices...
4. *Judicial area*: (juvenile) courts, (juvenile) prisons, re-education services for minors ...
5. *Training, orientation and work area*: employment centers, companies and commercial services, municipal career guidance services, trade unions, credit institutions, post offices.
6. *Healthcare and assistance area*: hospitals (departments of gynaecology and obstetrics, paediatrics, oncology, infectious diseases...), first aid, mortuary, (family, paediatric...) clinics, social and health services, mental health services, centers for the health of immigrant women and their children, ethno psychiatry centers...
7. *Social area*: immigration offices and branches for the public, social services, reception centers and communities, centers for minors, civil protection, street and proximity mediators, article 18, private social, cooperatives and associations promoting socio-cultural integration projects, civil defence...
8. *Educational and school area*: schools of all types and levels, educational and cultural services, centers and cooperatives for street educational and welfare work, Adult Education Centers
9. *Cultural area*: public libraries, museums, intercultural centers, cultural associations for the enhancement of the landscape and environmental heritage ...

3. The features of professional working with MNAR

Regardless of the area of intervention in which the professional is operating, it is essential that he is in a position to:

- respond in a qualified way to the needs of the beneficiaries
- prepare a schedule of interventions
- interact with the local context – the network of services and as a city community

But above all, a good professional working with MNAR should be guided in every intervention by some fundamental elements until they become a real attitude.

By that, we mean: **empathy, intentionality, responsibility** in a constant attitude for research that presupposes the refusal of pre-packaged answers that'd be ill-suited to the uniqueness of both the migratory experience and future expectations.

- **Empathy:** the ability, not only to be open to what the other communicates (even through the non-verbal) but also to partially identify with his subjective world without prejudices and closures; it allows an authentic and non-judgmental acceptance that is the prerequisite of every educational act and corresponds to everyone's need to be welcomed, known and recognized.
- **Intentionality:** an authority to be placed at the service of the user, as an empathic initiative through which the professional is guided in the various interventions by the needs, expectations and desires of users.
- **Honesty and Humility:** Humility in welcoming the “wealth” that comes from meeting the other; Honesty not only in compliance with the organizational rules of each action: everything, from the first interview to subsequent support and guidance interventions, is always inscribed within a relationship of which, as an operator, I have the **responsibility** to take care of and look after. (Salonia, 2013).



4. NOW ITS YOUR TURN: ANALYSIS OF THE MOVIE SAMBA

1. Viewing of a scene from the movie “Samba”

Watch Video

2. Based on the viewing of this scene, we'll analyse the dialogue between Samba (applicant) and Alice (social assistant).

ALICE: Good morning, everything ok?

SAMBA: Yes, thanks. Well, then what?

ALICE: Right. “Then what”. I inquired and I saw that you got an expulsion order, so you won't be able to apply for a residence permit until one year from now, in the meanwhile we advise you to be as discreet as you can: you must avoid inspections, avoid train stations, big train stations like Chatelet...

SAMBA: ...airports, walk on the zebra crossing, pay the metro ticket, I know. I got that. But where's the solution?

ALICE: Ok, then... the solution is to submit another application. Right...

SAMBA: How long until I can?

ALICE: I told you. Not until one year.

SAMBA: OK. And what can I do within this next year, exactly?

ALICE: Avoid train stations.

SAMBA: You're kidding me?

ALICE: No, I'm not. It is normal to have to go through a period of transition.

SAMBA: Transition? What, you think I can just stay home and stare at the flies? I have to be scared of a uniform? The other day I was shaking in front of a postman! How can I work? How the hell am I supposed to pay the rent? There are people depending on me. Are you here to help me or not? Fuck!

ALICE: Hey, stop it! I forbid you to yell like that! I can raise my voice too! I mean, what d'you think? That it's easy for me to listen to all your stories, to go through all of your papers? “I'm missing this, I need that... I live here, oh no wait I live there...”. You need to calm down, got it? 'Cause I'm tired, really tired. Got it? And then again, who the fuck asked you for anything? I'm fed up with it! Ok? I'm fed up! F**ing f**k! You pissed me off! F**k!

3. Guided reflection

1. What do you think is missing from this scene?
2. How do you judge Alice's answers and ways?
3. What would you change?
4. Do they meet the requirements of Samba?
5. How do you judge Samba's attitude?
6. What would you change?

CHAPTER 2: CROSS CULTURAL COMPETENCES: KNOWLEDGE ON CULTURE AND INTERCULTURAL COMMUNICATION

1. Trace of a first interview: some assumptions

In the helping relationship individual interviews with users are one of the most widely used tools. The individual interview becomes a useful tool only if it is well structured and if it is tailor-made for its purpose, ensuring the essential elements:

- setting,
- approach and context,
- communication and relationship techniques.

The interview is commonly defined as a technique of observation and study of behaviour that aims to understand and help the subject. We find two individuals who stage a culture. In fact, even the professional, themselves a bearer of culture, stages their system of values and norms in the interaction with the user. The intercultural approach thus implies recognizing that there are two actors and not just one, who share a common agreement, a final goal to achieve and a climate to build minute by minute. The first condition that allows us to give voice to this experience is adaptation and resonance. It is necessary to sacrifice a part of one's own experiences to tune into the other (adaptation), if both subjects operate this attitude then the resonance is activated, we feel that we are connected to each other.

The interview is aimed at:

- reading needs and expectations, reconstructing the person's biography and experience;
- defining the assumptions for the construction of the custom project;
- prepare a personal file, containing the personal data of the beneficiary and any other information and/or documentation that, immediately or later, may be useful to prepare a personalized intervention plan.

2. Management and setting of the interview

In order for the interview tool to deliver the expected results, it is important to keep in mind that there are attitudes and methods that risk compromising the relationship of trust. The professional working with MNAR must ask himself in such a way that the questions posed never seem like an interrogation, with pauses and interruptions that allow to collect the thoughts, reflect and tide up ideas; considering the opportunity to end the interview, to postpone it to a later time. During the interview the position of listening and attention by the professional is very essential, and in the same way you have to be careful about comments on what is heard, attitudes, as well as the impulses of compassion or encouragement that must necessarily be measured and adapted to the person and the specific moment.

In setting up an ideal interview structure, three macro-areas can be identified with respect to which to manage the meeting with the person:

1. presentation of the context and operator;
2. clarity with respect to the objectives of the interview;
3. the return of the interview (understood as the enhancement of what the person told, also through the choice of supporting words to what was said) and the opening to the future.

The professional working with MNAR must consider the following elements:

4. the biography of migration (the reasons, the past, the experiences, the choice);
5. the journey from the country of origin and any traumatic experiences, also lived in the country of arrival;
6. family, emotional and friendly relationships in their country of origin;
7. Psycho-social and health aspects in Italy (how and where he lives or has lived in Italy; the community and the reference knowledge; the emotional state; expectations; needs);
8. prospects for the future.

In order for the interview to provide as many elements as possible to the operator, specific measures must be taken into account, such as:

9. ensure a protected environment to safeguard the privacy of the person;
10. presence of the mediator (where necessary and chosen in relation to the gender of the person interviewed) neutral but empathetic;
11. explain the purpose of the interview and how it is conducted;
12. allow the beneficiary to take any breaks or interruptions (at any time) and avoid answering certain questions;
13. In asking questions, choose a rhythm that does not reproduce, mentally, a climate of interrogation;
14. avoid, when possible, to insist on themes or parts of the story that could put the person in a position to relive a painful and devastating sense of shame in relation to what happened or that could reproduce a situation of psychological abuse.

There are several cultural and psychological elements that must necessarily be taken into consideration, in order to produce a climate of reciprocity as a fundamental premise for the progress of the next interviews and for the relationship of trust between the professional and the beneficiary.

Among the elements of a purely cultural nature:

15. the language;
16. the degree of education. The operator should use a language appropriate to the beneficiary, including in relation to their previous schooling and knowledge of the Italian language.

The professional working with MNAR, in fact, may be faced with beneficiaries with very different histories: from the illiterate person to those who have obtained a degree or post-graduate training in the country of origin and/or transit.

17. religious and political identity.

18. ethnic identity.

The latter element is representative of the culture of a particular group, in which specific meanings and values of their ethnic identity are shared and with respect to which the very perception of a traumatic event can take on a different meaning from other cultures.

The setting of the interview:

The setting in the context of a helping relationship is a place that welcomes the relationship in its space-time deployment, bound by rules that determine the roles and functions of the people involved, positively conditioning their action.

The setting is therefore the physical and emotional place where the relationship with the beneficiary is built. A welcoming environment, which transmits serenity, respect and trust, represents an irreplaceable element for a positive helping relationship with MNAR. The meetings between the operator and the beneficiary should be planned and structured according to the different phases of the reception that follow, but it is also possible to create "informal and improvised spaces", outside the defined setting. The operator must be able to be flexible and open to look for meeting spaces outside their room/office. Often from an informal and unplanned meeting can emerge elements that strengthen the relationship of trust and/or content that enrich the personalized project of integrated reception.

See also best practises 34 - Handling initial meetings with refugees: some guidelines <https://rm.coe.int/tool-34-handling-initial-meetings-with-refugees-some-guidelines-langua/16807171b8>

3. Analysis of the context of origin

All operators working in the field of reception and integration, rather than having a thorough knowledge of the countries of origin of the beneficiaries, must be moved by a constant curiosity in this sense, in order to build, over time, an intercultural competence. It is therefore necessary to give oneself time, because decentralizing from oneself is a learning process that requires a progressive maturation time. And it is also necessary to accept that there is always a part of misunderstandings and approximation of meaning and that these must be considered as an unavoidable component of the other.

For the purposes of the analysis of the context of origin a minimum of three targeted interviews must be organized

1. On the geographical aspects of the place of origin through the method of geolocation on Google Earth / Maps / etc., identifying, if possible, the exact place of the beneficiary's home and starting to acquire specific information at the territorial, social, political etc...;
2. On the ethnic/anthropological aspect, mainly focused on the characteristics of social life: hierarchies, economic aspects, social, political, languages, ethno-linguistic groups, social contrasts on the various fields.
3. In-depth family relationships, friendly circle, social, political, religious acquaintances, etc., trying to find all the information on social relationships, hierarchies, organizations present on the territory at the ecclesial,

social (NGO), political, military, etc., with whom the family has relations or of which it knows the existence;

Useful country sheets are available at

<https://rm.coe.int/tool-1-the-geopolitical-context-of-migration-language-support-for-adul/1680716c0d>



3. NOW IT'S YOUR TURN

Introduction

Cultural shock is the phase in which the individual feels the more or less numerous cultural differences that will undermine the image of himself, his "basic personality". The cultural shock refers to phenomena ranging from a simple irritability to a psychological state of panic or crisis. This shock is most evident in the context of a native culture (second language), while it is minimal in a non-natural context (foreign language). The cultural shock is associated with feelings of alienation, anger, hostility, indecision, frustration, sadness for the distance from home. This is due to the differences compared to one's own culture, which are often not understood. Such differences can lead to to repression, regression isolation and rejection. Some subjects will arrive paradoxically to seek contact only with people from the same cultural background.

Intercultural relationships can often provoke fear and tension in us because it might lead to questions our beliefs and values. Precisely for this reason, the intercultural relation might be perceived as a problem, as a source of conflict, and therefore avoided. In this case, the subject who decides not to interact with the diversity cultural, is more inclined to analyze the different through the rigid mental categories of one's own culture, thus producing an image of the other that is subjective, impregnated with prejudices and stereotypes.

The exercises that are proposed do not aim to teach intercultural competence but to solicit an aptitude for participating observation of cultural differences

1. [Watch the video n.1](#)
2. [Watch video n.2](#)
3. Read the "Blow your nose" testimony **CRITICAL INCIDENT: "BLOW THE NOSE"** [Collected by: Élan Interculturel, France,2012]

Culture of the person who experienced the shock:

French woman, about 20 years old, Work experience in South Korea as a French teacher in a military school. She has already had teaching experience abroad, particularly in India, in both urban and rural areas. She loves cultural exchanges and at the time of her testimony she was writing articles for an English newspaper, where she reported the gaffes and her experiences of cultural shock while she was living in Korea.

Culture of the person who "caused" the shock:

Young students of the military school. The narrator had no specific information about the cultural background of the students (at the time of the testimony), but these seemed to have a great sense of military school. The narrator had no specific information about the cultural background of the students (at the time of the testimony), but these seemed to have a great sense of the respect for orders, hierarchies and rules. Although the school is mostly attended by men, the French class was attended by a fairly homogeneous number of men and women; the students seemed to show a lot of interest in the French language.

Description of the event:

I was working as a French teacher at a military school, in South Korea. It was winter, I was doing my lesson as usual, when I couldn't help noticing that many of the cadets had a cold and had a runny nose. None of them, however, tried to blow their noses and all the time they kept on pulling up with the nose.

It bothered me a bit and I couldn't concentrate. In the end, I pulled out a packet of tissues from my pocket and I tried to distribute them to the students. I was surprised when all those who actually needed it refused to take it. So I continued my lesson even if their gesture confused me a little. Later, I went to the Commander (the director of my department) to tell him what happened. He explained to me that in South Korea, it is considered rude to blow your nose in public. I was very ashamed when I was able to finally understand the reaction of my students.

1. After watching the videos fill in the table below indicating for each video sensitive zones tackled during the conversation in the videos and add possible observations

Sensitive Areas	Video 1	Video 2	Blow the nose	Notes
Social Organization: Hierarchies Gender roles Authority Individualism/collectivism Role of community Family				
Corporeity/Body Gesture: Role of the physical contact Hygiene Taboo smell				
Time concept and Time management: Linear vs. non-linear Monochrone vs polychrone				

CHAPTER 3: INDIVIDUAL PLAN FOR SOCIAL AND ECONOMIC INCLUSION

1. How to build an individualized project

When developing a personalised project, it may be useful to ask oneself few questions. What are the beneficiary's resources (in terms of personality, attitudes, skills and knowledge, resilience, etc.)? What are their expectations? What needs? What answers can come from the territory? On which local resources can we rely? What kind of activities/interventions can be put in place to meet needs and expectations? What are the timeframes for implementation?

In practice, there may not be a single format or a predefined, universal template for drawing up the personalised project. However, it is useful to have a guide sheet that may be subject to change if the meeting with the user requires it. What is important is that the tool of the personalized project brings out synthetically the whole "path" of the user: their starting condition (their past) and the project that is intended to be pursued in order to reach their well-being and realize their path of independence. It is therefore advisable to indicate, divided into the different areas of the provided services, the objectives achieved and those that have been set, the interventions and actions carried out and those to be implemented, the estimated timescales and the verification of the achievement of the objectives. There is also a section where comments and considerations from users or operators themselves can be added. It is also possible to attach to this tool all the documents containing the decisions taken on the interventions to be made, the summaries of the considerations emerging from the verification interviews, as well as copies of all the documentation obtained by the user (training booklet, certificates, official requests, etc.). In order to promote a co-responsible approach, it is important that the actions and tasks attributed to the operator are clearly defined and those that directly engage the user (for example, the operator's support in identifying the references for the job search, the user proceeds to deliver/send the curriculum directly) ³

2. IEP – Individualised Educational Project different model phases

Let's reflect together on the skills: the phase of the collection of personal stories, the analysis of the origin's context is accompanied by an inevitable reflection on the skills in place. Skills, however, also need to be contextualized. In other words, there are skills valid for some profiles in certain countries that may be lacking or insufficient in others. From these analyses, therefore, needs are determined, especially educational needs.

We reflect together on the needs: they are defined on the basis of individual characteristics and resources, as well as the possibilities offered by the territory. Therefore, they do not have a "granitic" approach, as they are subject to possible changes over time, based on the possible evolution of the beneficiary's needs, the results of the shared actions and the territorial context. In fact, some needs may emerge later, because even the evaluation of one's needs and the mapping of one's priorities are part of a process that requires time. In this plays an important role the participating observation of the operator that can bring to the user's consciousness some needs that they themselves were not able to verbalize, perhaps because they were less obvious.

We define the objectives: once the needs have been examined, it will be easy to identify objectives that have an intrinsic or lasting social and educational value;

³ Manuale Operativo Sprar 2018

We identify the activities: starting from the user's resources (in terms of personality, attitudes, skills and knowledge), their expectations and their real needs based on the responses that may come from the territory, a series of activities/interventions that must necessarily be shared with the user is outlined

We give ourselves a time: Like the activities, the timing must also be agreed with the user, always keeping in mind the principle of the operator's wilfulness

We track progress and evaluate results with objective evaluation and self-evaluation processes: Through structured and planned meetings we review, on the basis of indicators already previously illustrated to the user, possible progress or in the case of criticalities, signals of involutions or more simply stalled situations. These moments are fundamental for the renegotiation of the timing of objectives already set or for the outline of new objectives. Situations change and people with them, so it is unthinkable that a personalized project remains linear and static because it is the users who determine it. The operator's task is to accompany them from a step of their journey to another or, even more so, to monitor the reasons at the base of the problem, if these changes do not occur, whether the cause is internal or external to the migrant's ability to proceed towards independence. It is necessary that the personalized project becomes more an instrument of the user and that he or she perceives themselves as the protagonist of their own change. Discussing it with the operators is functional to track down the areas in which he or she must improve.

3. Skills balance sheet

The skills balance can be managed through the European tool EU Skills Profile Tool for Third Country Nationals: <https://ec.europa.eu/migrantskills/#/>

By accessing the link, create a new profile and start compiling with the migrant. You can save, generate the pdf, and resume the compilation later by importing the original profile.

The skills assessment must be constantly updated on the basis of the new acquired information. The beneficiary must be in possession of the link and access credentials to their own skills balance sheet so that he or she can access and modify it autonomously.

4. Develop skills to enter the labour market

After verifying the refugees' competences, it is necessary to consider that a number of factors could affect their actual willingness to start a job. Those who have suffered trauma may need support from specialized health and social services before they can accept an employment. Insufficient knowledge of the language of the host country and differences in the competences required in the origin countries and host countries may lead to the need for refugees to develop certain skills or improve the existing ones. Refugees should also be aware of the customs of the workplace in the host country. In cases where refugees have spent long periods without work, their self-confidence and motivations, as well as their reliability in their employers may be negatively affected.

Language is one of the most critical specific skills to be developed in the host country, for which refugees need support. It is important that opportunities to improve language skills take into account the peculiarities of refugees with special needs (especially women and/or single parents with minor children), different levels of knowledge, and that they are available for all levels of the refugees' literacy. Once a basic level of knowledge of the language of the host country has been reached, it should be integrated with professional-oriented language courses. There is evidence that this type of training and support has been particularly effective in helping refugees to find work, especially when provided in the working environment.

Refugees with previous professional experiences may need information on the specific practices of the host country in their field of expertise (e.g. procedures and standards, organization of the working day, specific electronic equipment and computer programs, etc.). To do so, refugees would need to be given access to specific training programs, possibly in the workplace (such as internships, apprenticeships, field training).

In addition, refugees should be supported in orientating themselves among the alternatives available on the labour market, close to their skills or useful to start alternative careers, when it is necessary. In certain areas, the existence of barriers in the access, including the need to hold licenses, permits or authorizations, may result in short-term employment in a less relevant field, pending the completion of the authorization process.

See attached sheets starting on page 157 of the sprar manual <https://www.siproimi.it/wp-content/uploads/2018/08/SPRAR-Manuale-Operativo-2018-08.pdf>

For further information you can check the Module 2. Training

3. For each of the dimensions listed below identify possible indicators of change as in the example

Dimensions	Change indicators
Personal Independence	<ul style="list-style-type: none"> - <i>self-care (personal hygiene)</i> - <i>clothing appropriateness</i> - <i>realization of daily functional activities</i>
Social autonomy	
Relational integration	
Educational integration	
Work integration	

SELF-ASSESSMENT TEST

Questions

- 1. What are the fundamental elements of an intercultural approach?**
- 2. Which are the main intervention areas of a professional working with MNAR?**
- 3. Why is it important to pay attention to a first interview?**
- 4. What minimum elements/conditions must be guaranteed for the interview to be conducted in the best possible way and to be effective?**
- 5. What are the steps for the construction of an individualized socio-economic project?**

ANSWERS

1. The main elements of the intercultural approach are:

Decentralization; Sift through the implicit premises and enter the other's system. This implies also to keep yourself informed and listen in a broader sense., paying attention to all codes – verbal, non-verbal, symbolic codes. See Chapter 1.1.

2. Main intervention areas of a professional working with MNAR are: Emergency area, first and second reception; Administrative area; Public security area ; Judicial area; Training, orientation and work area; Healthcare and assistance area; Social area; Educational and school area; Cultural area. See Chapter 1.2.

3. Cause it helps to build the relations and allow us to observe and study the behaviour in order to better understand and help the subject. It's a moment where we share a common agreement, a final goal to achieve and a climate to build minute by minute. It's also important in terms of: reading needs and expectations, reconstructing the person's biography and experience; - defining the assumptions for the construction of the custom project; - prepare a personal file, containing the personal data of the beneficiary and any other information and/or documentation that, immediately or later, may be useful to prepare a personalized intervention plan. See Chapter 2.1

4. In setting up an ideal interview structure, three macro-areas can be identified with respect to which to manage the meeting with the person: - presentation of the context and professional; - clarity with respect to the objectives of the interview; - the return of the interview (understood as the enhancement of what the person told, also through the choice of supporting words to what was said) and the opening to the future.

The professional working with MNAR must consider several elements: - the biography of migration (the reasons, the past, the experiences, the choice);- the journey from the country of origin and any traumatic experiences, also lived in the country of arrival; - family, emotional and friendly relationships in their country of origin; - Psycho-social and health aspects of the hosting country (how and where he lives or has lived in the hosting country; the community and the reference knowledge; the emotional state; expectations; needs); - prospects for the future. In order for the interview to provide as many elements as possible to the professional, specific measures must be taken into account, such as: - ensure a protected environment to safeguard the privacy of the person; - presence of the mediator (where necessary and chosen in relation to the gender of the person interviewed) neutral but empathetic; - explain the purpose of the interview and how it is conducted; - allow the beneficiary to take any breaks or interruptions (at any time) and avoid answering certain questions;- avoid, when possible, to insist on themes or parts of the story that could put the person in a position to relive a painful and devastating sense of shame in relation to what happened or that could reproduce a situation of psychological abuse. There are also several psychological and cultural elements (i.e. language, education, religion, political and ethnic identity, etc) that must necessarily be taken into consideration, in order to produce a climate of reciprocity as a fundamental premise for the progress of the next interviews and for the relationship of trust between the professional and the beneficiary. *The setting of the interview:* The setting is therefore the physical and emotional place where the relationship with the beneficiary is built. A welcoming environment, which transmits serenity, respect and trust, represents an irreplaceable element for a positive helping relationship with MNAR. See Chapter 2.2.

5. The main steps for the construction of an Individualized Socio-economic project are: Reflect together on the skills; reflect together on the needs; identify the activities; give ourselves a time; track progress and evaluate results with objective evaluation and self-evaluation processes. See Chapter 3.2

