



# MENTORING TO WORK AS PART OF AN INTEGRATED APPROACH TO REFUGEE MANAGEMENT IN GERMANY (INTEGRIF)

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Project Report | December 2019

## Publishing Information

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Suggested citation: Apfelbaum, Birgit, Apitz, Stefan & Robin Radom. 2019. *Mentoring to work as part of an integrated approach to refugee management in Germany (IntegriF)*. Halberstadt: Harz University of Applied Sciences.



## Acknowledgements

The authors would like to thank the Ministry of Economy, Science and Digitalization, Saxony-Anhalt, for its generous support of this project. We are also grateful to the MeMoRe Consortium funded by the European Social Fund (ESF) that welcomed us as an associated project partner at four transnational meetings, taking place in Belgium and Germany with teams from Belgium, Finland, Germany and Sweden in September 2017, February and September 2018 as well as April 2019. Our special thanks goes to Valérie Carrette (Hefboom) and the other consortium members giving us valuable insights and suggestions how to consider mentoring to work in the legal and social context of labour market integration of refugees, which we focused on in our own network-based approach to refugee management in Germany.

At a local and regional level in Saxony-Anhalt, Germany, we are also extremely appreciative of the precious input of a considerable number of guests who participated in expert interviews and attended our transfer workshops in Halberstadt to share their experience with other actors in the field. Facilitation of workshops would not have been possible without reliable support additionally given by colleagues from different administrative units of Harz University of Applied Sciences.

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## 1. INTRODUCTION

In order to recognise the many facets of mentoring to work and to make good use of its potential, it is essential to consider it as a specific tool in the process of labour market integration of refugees. All mentors face the challenge of acting in this highly complex field which is characterized by inconsistent policies, an overlapping legal and administrative framework and a sizeable actor landscape (cf. OECD 2017, p. 63). To understand the basic conditions for mentoring to work, the German IntegriF project (“Integrated Refugee Management in a Transnational Perspective”), based at Harz University of Applied Sciences in Saxony-Anhalt since summer 2017, therefore focuses on establishing a regional and transnational exchange of different perspectives and reflective practice in the field of vocational and educational orientation for incoming refugees. Given that this field is characterized by a very heterogeneous group of actors, consisting of non-state actors such as volunteers and NGOs as well as various state actors of different levels of governance, it seemed to be crucial to raise awareness for cooperation issues in network based structures (cf. Hooper et al. 2016, p. 16; Siegert 2017, p. 41) by providing opportunities for knowledge sharing and mutual learning. Thus, the IntegriF project hosted a series of so-called *transfer workshops*, where local and regional stakeholders with expert knowledge in the field of labour market integration of refugees were invited to discuss current challenges in regard to migration and integration policy topics, build capacities and establish new network contacts. The overall aim of the design and implementation of these exchange formats is to empower mixed target groups, including professionals as well as volunteers, and to provide support in view of developing network competencies.

To gain a better understanding of the situation in Germany, this report will first outline the role of refugee management in the context of German administrative federalism (section 2), followed by an illustration of the legal framework of labour market integration in Germany (section

3). When focusing on specific challenges of labour market integration of refugees in Saxony-Anhalt in 2017/2018 (section 4), a literature review did not provide, however, significant information regarding the current situation in this region (4.1). Hence, an empirical approach to the topic was of vital significance in order to gather a suitable amount of data designated to serve as input for workshop discussions and exchange with practitioners. Key results of this empirical research conducted by the IntegriF project will be presented in section 4.2 – 4.5, followed by lessons learned from experiences with diverse formats for knowledge sharing and mutual learning between 2017 and 2019 in section 5. In the final section 6 our conclusions regarding a sustainable implementation of learning opportunities in the field of refugee management as an integrated approach will be outlined.

## 2. REFUGEE MANAGEMENT IN GERMAN ADMINISTRATIVE FEDERALISM

The German refugee management is characterized by a high degree of institutional and procedural complexity resulting from a variety of responsibilities within German administrative federalism (cf. Bogumil et al. 2017). The term refugee management comprises all relevant processes from the arrival on to asylum procedures and finally integration. It is possible to distinguish between these various processes, nevertheless they are interconnected. Since 2015, new concepts of refugee management have been discussed in Germany. The initial Integrated Refugee Management concept established in 2015 was followed by the so-called AnKER facilities in 2018. Both concepts can be understood as proposals for administrative procedures to improve the cooperation of all actors involved in refugee management.

### 2.1 ADMINISTRATIVE RESPONSIBILITIES AND PROCEDURES

The organization of refugee management is based first and foremost on administrative responsibilities. The bases of the administrative procedures are legal allocations of jurisdiction. These are to be reduced to the essential aspects, shown below. A central actor in refugee management is the Federal Office for Migration and Refugees as an executive agency of the Federal Ministry of the Interior. The Federal Office for Migration and Refugees takes on responsibilities pertaining to the areas of migration and integration. The tasks in the field of migration include, above all, the asylum procedure itself and decisions on the asylum applications in accordance with **section 5 subs. 1 of the Asylum Act**, which are both carried out by the Federal Office for Migration and Refugees. In addition, it is responsible for immigration measures and decisions according to the Asylum Act. An important task in the field of

integration is, above all, to offer language courses. In accordance with **section 1 of the integration course regulation**, the Federal Office for Migration and Refugees is responsible for executing and coordinating the integration courses as well as, pursuant to **section 45a of the Residence Act**, the job-related language training which is based on the general language support of the integration courses. These integration courses are carried out in cooperation with the "Foreigners Authorities, Federal Office of Administration, municipalities, migration services and providers of basic security for jobseekers" according to the Second Book of the Code of Social Law (SGB II). The integration courses as well as the job-related language training are usually offered by public or private language schools. Another activity in the area of integration is the initial immigration counseling pursuant to **section 75 No. 9 of the Residence Act**. Furthermore, the Federal Office for Migration and Refugees manages the Law on the Central Register of Foreign Nationals in accordance with section 1 subs. 1 sentence 1 of the Act on the Central Register of Foreign Nationals. The Central Register of Foreign Nationals is a central database for immigration and asylum issues, to which the competent authorities have access.

Further tasks of the Federal Office for Migration and Refugees are specified in **section 75 of the Residence Act**. They include, among others, the implementation of the admission procedure, the distribution of refugees to the federal states, and the coordination of residence information for the purpose of advantageous employment between the immigration authorities and the Federal Employment Agency. The initial reception and accommodation of the refugees takes place in the reception centres, which the federal states have to install and maintain according to **section 44 subs. 1 of the Asylum Act**. According to **section 22 of the Asylum Act**, foreigners wanting to apply for asylum have to report in person at a reception centre.

The Foreigners Authorities are another highly relevant actor. Pursuant to **section 71 of the Residence Act**, they are responsible "for residence- and passport-related measures and rulings." That is to say, the actual

residence permit is granted once the asylum procedure by the respective Foreigners Authority has been completed. Moreover, the Foreigners Authority decides, in cooperation with the Federal Employment Agency if necessary, whether a refugee can take up employment.<sup>1</sup> Subsequently, the municipality is generally responsible for integration, given the local self-government autonomy typical for Germany. A variety of municipal offices are involved here, such as the Social Welfare Office and the Housing Office. The municipal Social Welfare Offices provide asylum seekers with social benefits as detailed in the Asylum Seekers Benefits Act or, as stated in section 2 of the Asylum Seekers Benefits Act, after 15 months analogous benefits in compliance with the Twelfth Book of the Code of Social Law (SGB XII). Benefits according to SGB XII can also be granted once protection status is approved. The Federal Employment Agency and municipal Job Centres are the focal points in the field of labour market integration: The first authority is allocated responsibility for the promotion of employment for asylum seekers according to SGB III, whereas the second, municipal authority manages the basic security for jobseekers once the protection status was granted according to the SGB II.

Figure 1: Administrative responsibilities (Own illustration based on an illustration by Bogumil et al. 2017, p. 15)

<b>Jurisdiction</b>	<b>Legal basis</b>	<b>Executive agency</b>
Asylum procedures	Asylum Act	Federal Office for Migration and Refugees
Initial reception	Asylum Act	Reception centres of the federal states (in Germany: <u>Länder</u> )
Resident status	Residence Act	Foreigners Authority
Social benefits	Asylum Seekers Benefits Act After 15 Month: Analogous benefits (SGB XII)	Municipal Social Welfare Offices
	After a protection status was granted: Basic provision for jobseekers (SGB II) and social assistance (SGB XII)	Foreigners Authority Municipal Social Welfare Offices
Database	Act on the Central Register of Foreign Nationals	Federal Office for Migration and Refugees
Labour market	Promotion of employment (SGB III)	Federal Employment Agency
	Basic provision for jobseekers (SGB II)	Municipal Job Centres
Integration	Residence Act Integration course regulation	Federal Office for Migration and Refugees
	Local self-government (Language, Housing, Health, Education)	Municipalities, i.e. Social Welfare Offices, Housing Offices, Job Centres

The actual administrative process begins with the asylum application. Normally, this must happen at the border when entering the country. The Border Authority directs the asylum seeker to the appropriate reception centre. However, this happens only if the asylum seeker has not arrived from a safe third country or if there are indications that another state is

<sup>1</sup> Further information is provided in the section “Labour market access of refugees”.

responsible for processing the asylum application, as stipulated in the Dublin III Regulation. If the asylum seeker resides in Germany already, s/he must report directly to a reception centre, the police, or a Foreigners Authority. If the reception centre does not have any free accommodation capacity, or if the Field Office of the Federal Office for Migration and Refugees assigned to this reception centre is not responsible for the asylum seeker's country of origin, the asylum seeker will be allocated to another federal state using the EASY distribution system, a software of the Federal Office for Migration and Refugees. The distribution is based on the so-called "Königsteiner Schlüssel", which calculates the distribution rate according to tax revenues and population. The federal states then handle the initial reception of asylum seekers, which both the aforementioned first distribution and the initial registration are a part of. The next step of the process demands that the asylum seeker present him- or herself to the Field Office of the Federal Office for Migration and Refugees for the asylum application, which is then processed by the Federal Office for Migration and Refugees. If the asylum decision is positive, the responsible Foreigners Authority issues the residence permit to the resident. If the asylum decision is negative, the Foreigners Authority will call for voluntary departure or, if necessary, enforce deportation (Bogumil et al. 2017, p. 16-17).

## 2.2 FROM AN INTEGRATED REFUGEE MANAGEMENT APPROACH TO THE ANKER FACILITIES

To manage the surge of the refugee influx in Europe in 2015, new concepts of refugee management were developed in Germany. They are intended to be included within the system of pre-existing administrative responsibilities and procedures. One such example is the concept of so-called Integrated Refugee Management, an ideal representation of a process first published in 2015 by the Federal Office for Migration and Refugees. The Integrated Refugee Management was introduced in order to cope with the growing number of asylum seekers in 2015 and 2016. A

comprehensive approach was chosen to integrate all actors involved in the refugee management process. The aim was to speed up and improve the asylum and integration process. The process was divided into three phases: (1) arrival and registration, (2) asylum process and (3) integration, transfer or return. Thus, many previously separate steps could now be condensed into one building, the newly established so-called arrival centres. With this new process, registration, health check and the actual asylum procedure now take place under one roof. With the inclusion of the Federal Employment Agency, another federal authority is located in the building and involved in the refugee management process at an early stage. The Federal Employment Agency mainly focuses on the labour market integration of asylum seekers with good prospects to remain. On the one hand, it provides information about its role in the integration process, goals, tasks and services, with additional information on work, vocational training and internships in Germany. On the other hand, it supplements the asylum seeker's master data, which was previously recorded during the asylum procedure, with data on professional experience and qualification. After being assigned to one particular municipality, this collected data serves as the basis for an initial interview at the Job Centre. In the third phase of the Integrated Refugee Management, the "integration phase", further actors assume a special role in the process. This new structure also calls for local guides to assist asylum seekers in getting oriented and settled. This is why volunteers are also considered to be actors of the Integrated Refugee Management. Other elements of the Integrated Refugee Management include the processing of asylum applications in a systematic cluster approach. The asylum seeker is assigned to a cluster according to two criteria: country of origin and expected complexity of the case. Asylum procedures for persons with high and low protection rates are conducted in the arrival centres. Complex profile reports and Dublin cases are forwarded to the responsible Field Office of the Federal Office for Migration and Refugees.

The latest change in refugee management came with the coalition agreement of CDU / CSU and SPD from 7th February 2018, which calls for the instalment of so-called arrival, decision-making and deportation



facilities (AnKER facilities). The concept of AnKER facilities was primarily driven by the Master Plan Migration of 4 July 2018 of the Ministry of the Interior of the Federal Republic of Germany under Minister Horst Seehofer. According to the motto "Everything under one roof", the concept continues to develop the idea of arrival centres as part of the Integrated Refugee Management. All relevant actors should be represented locally in the AnKER facilities. This includes the reception centre, the Federal Office for Migration and Refugees and the Federal Employment Agency - which were already represented in one place in the concept of the Integrated Refugee Management - and beyond that the Foreigners Authorities, Administrative Courts and Youth Welfare Offices. This is not a complete list but rather suggestions that the federal states can change according to their own priorities. Therefore, the central element of the concept is the bundling of all functions and responsibilities: from arrival via asylum application and decision-making to municipal distribution, initial integration measures or the return of asylum seekers (Bundesamt für Migration und Flüchtlinge 2018a).

Moreover, the concept provides for a reorganization and completion of processes in order to increase the efficiency of the process as a whole. Asylum seekers are to be accommodated in the AnKER facility until the asylum procedure is completed. The distribution to the municipalities should take place only once protection status has been granted. The residence time in the facilities should be kept as short as possible, nevertheless the concept is accompanied by a legal amendment, which is intended to increase the possible residence requirement from the previous maximum of six months, in accordance with section 47 subs. 1 sentence 1 of the Residence Act, to a maximum of 24 months or six months for families. This is done in accordance with the "opening clause" in section 47 subs. 1b of the Asylum Act. Leaving the facilities for a limited time should be guaranteed at all times (Bundesamt für Migration und Flüchtlinge 2018a). This change should facilitate fast asylum decisions, participation in course offers and fast deportation. The course offer mentioned earlier consists of a course of 15 hours to teach basic German values and another 300 hour-course to provide an everyday orientation.

Once protection status is granted, a language test for placement in a suitable integration course should be carried out in the AnKER facility. Access to the integration courses is permitted only after allocation to a municipality. Services offered by the Federal Employment Agency also remain part of this new concept. Other proposed process changes are as follows: identity identification directly at registration, the introduction of asylum procedure counseling – which remains vague in regard to the responsibility and specifics of implementation<sup>2</sup> - as well as return counseling. Moreover, options of departure and consequences of refusal should be pointed out (Bundesamt für Migration und Flüchtlinge 2018b, p. 2). In addition, benefits in kind at the AnKER facilities should have priority over cash benefits (Bundesministerium des Innern, für Bau und Heimat 2018, p. 15). The aspects mentioned are just some of the AnKER facilities' key features. The individual design may differ from one federal state to the next and may be adapted at a later stage, based upon experience accumulated.

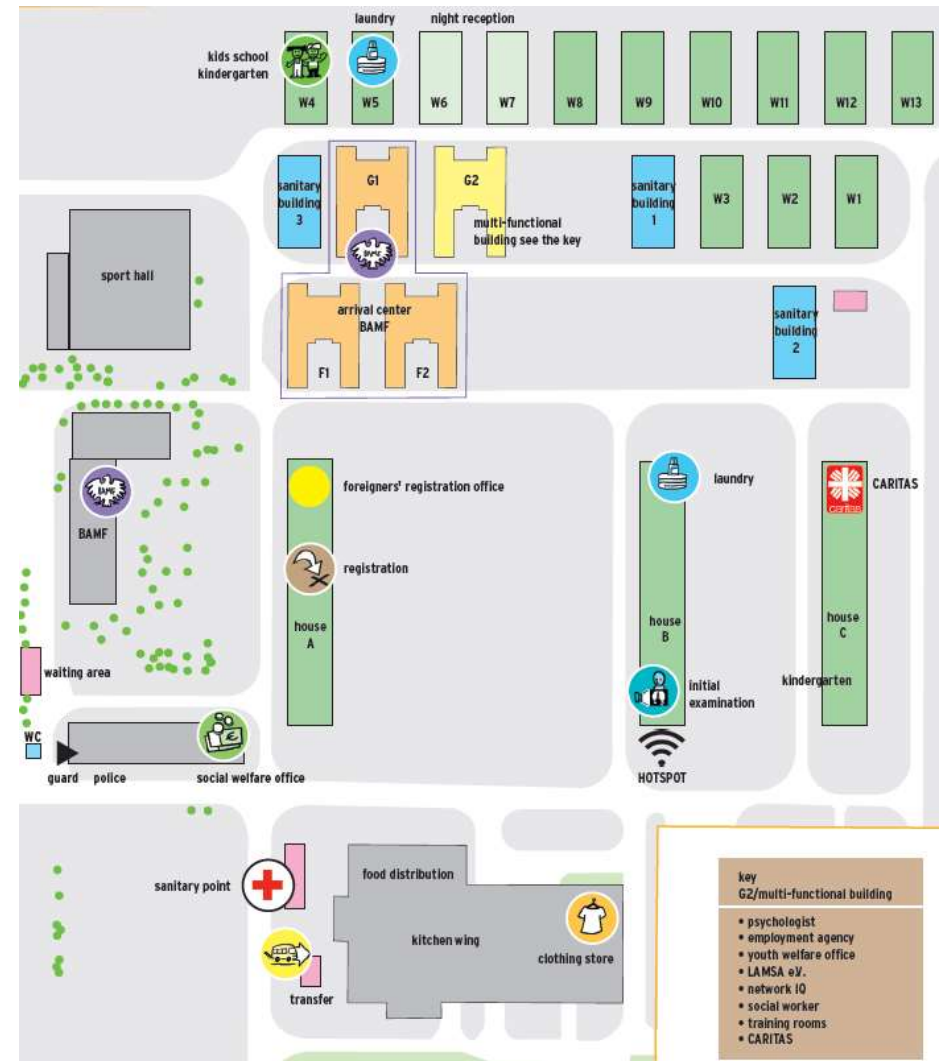
The introduction of AnKER facilities is seen as controversial in the federal states. In a first pilot phase, seven AnKER facilities were set up in Bavaria, one in Saxony and one in Saarland. The establishment of AnKER facilities lies within the administrative responsibility of the federal states; consequently the future of the concept is still uncertain. However, even in the case of resistance by the federal states, the federal government could force the federal states to introduce the facilities. This competence results from Article 84 subs. 1 sentence 2 of the German Basic Law (Bogumil et al. 2018, p. 165). If, where and how other AnKER facilities are set up in addition to the listed locations is still uncertain.

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<sup>2</sup> Asylum counseling has generally been carried out by independent bodies so far.

As of yet, there are no AnKER facilities as such in Saxony-Anhalt; however, there is a functional equivalent in place. The initial reception of refugees takes place in Halberstadt. Both the initial reception centre of the federal state and the field office of the Federal Office for Migration and Refugees are located here in vicinity of each other (cf. figure 2). As intended in the Integrated Refugee Management concept, the Federal Office for Migration and Refugees has set up an arrival centre for the asylum procedure. Contrary to the ideal concept, the Federal Employment Agency is not located in the same building but next door with other actors in a multi-purpose building. However, similar to the concept of AnKER facilities, other state actors are also represented in this area, such as the Foreigners Authority and the offices for Youth and Social Welfare. In addition, a federal funding programme, the so-called IQ network which offers advice regarding the recognition of formal qualifications as well as testing of skills and competencies, is also located here. Furthermore, with the presence of the Caritas and the regional network of migrant organizations of Saxony-Anhalt, civil society actors can be found here, too. This overall organizational structure is in compliance with the original idea of the Integrated Refugee Management concept.

Figure 2: Reception Centre in Halberstadt (Auslandsgesellschaft Sachsen-Anhalt e.V., 2016, p.5)



### 3. LEGAL FRAMEWORK OF LABOUR MARKET INTEGRATION IN GERMANY

This section deals with the relevant legal framework for labour market integration of refugees in Germany. Access to the labour market depends on the status of protection as well as other legal framework conditions that affect labour market integration. The labour law situation for the employment of refugees is not only highly complex as such, but there have also been various changes in recent years with respect to its legal framework.<sup>3</sup> The decisive factor for access to the labour market is the respective legal status of the refugee.

#### 3.1 FORMS OF RESIDENCE OF REFUGEES

According to **section 4 subs. 3 sentence 1 of the Residence Act**, foreigners may only engage in any economic activity if the residence title so allows. This means that employment for foreigners is not generally permitted in Germany, and only in certain cases foreigners are allowed to work. The right to work depends on the respective residence status. There are various residence statuses for refugees in Germany, not connected to a particular form of protection. Pursuant to **section 55 subs. 1 of the Asylum Act**, asylum seekers receive permission to remain for the duration of the asylum procedure. If the outcome of the asylum procedure is positive, the refugee is granted one out of four forms of protection.

The form of protection granted depends on the particular reason why the applicant has fled from his or her country of origin. The **entitlement to asylum** as stated in **Article 16a of the German Basic Law** is given to refugees

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<sup>3</sup> Since this is a highly dynamic area of legislation, further changes are to be expected. The present work reflects the status of June 30, 2019.

who are persecuted on political grounds by the state. Individuals who, if they return to their country of origin, would be exposed to a serious human rights violation because of their race, nationality, political opinion, fundamental religious conviction or a particular social group membership are considered as persecuted on political grounds in the sense of the German Basic Law. The **refugee protection** pursuant to **section 3 subs. 1 of the Asylum Act** is based on the Geneva Refugee Convention and is more extensive than entitlement to asylum. It also covers the persecution by non-state actors. The **subsidiary protection** as stated in **section 4 subs. 1 of the Asylum Act** is granted to individuals who put forward substantial grounds for the presumption that they may face serious harm in their country of origin. Serious harm is defined as the imposition or enforcement of the death penalty, torture or inhuman or degrading treatment or punishment, or a serious individual threat to the life or integrity of a civilian as a result of arbitrary force within an international or domestic armed conflict. This can originate from both governmental and non-governmental actors. If one of these three forms of protection is granted to a person he receives a residence permit according to **section 25 subs. 1 or 2 of the Residence Act**. If none of the previous three forms of protection is applicable a **ban on deportation** pursuant to **section 60 subs. 5 and 7 of the Residence Act** can be issued. This applies when a return to the country of origin constitutes a breach of the European Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR), or a considerable verifiable danger to life, limb or liberty exists in said country. In case of a national ban on deportation, a residence permit according to **section 25 subs. 3 of the Residence Act** is granted. Each protection status provides a different duration of stay.<sup>4</sup> According to **section 26 subs. 1 of the Residence Act** the residence permits for entitlement to asylum and refugee protection are issued and extended in each instance for a maximum of three years. The residence permit for subsidiary protection is issued for one year and extended in each instance for two years. The residence permit for the ban on deportation is issued and extended in each instance for one year.

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<sup>4</sup> Further information on the four forms of protection:  
<http://www.bamf.de/EN/Fluechtlingschutz/AblaufAsylv/Schutzformen/schutzformen-node.html>

If during the German asylum procedure none of the forms of protection is granted, the individual loses their permission to remain and is obligated to leave the country in accordance to **section 50 subs. 1 of the Residence Act**. The **temporary suspension of deportation** is an exception which is issued in line with **section 60a of the Residence Act**, in the case that deportation is temporarily impossible for reasons of fact or law.

*Figure 3: Forms of Residence (Own Illustration)*

Form of residence	Legal basis	Residence permit
Asylum seeker	Asylum Act, section 55 subs. 1	Permission to remain pending the asylum decision.
Entitlement to asylum	German Basic Law, Art. 16a	Issued and extended in each instance for a maximum of three years.
Refugee protection	Asylum Act, section 3 subs. 1	Issued and extended in each instance for a maximum of three years.
Subsidiary protection	Asylum Act, section 4 subs. 1	Issued for one year and extended in each instance for two years.
Ban on deportation	Residence Act, section 60 subs. 5 Residence Act, section 60 subs. 7	Issued and extended in each instance for one year.
Temporary suspension of deportation	Residence Act, section 60a	None

### 3.2 LABOUR MARKET ACCESS OF REFUGEES

As mentioned before, refugee access to the labour market depends on the kind of residence permit granted. Refugees which have obtained the status of protection entitlement to asylum, refugee protection and subsidiary protection can access the labour market relatively easily. According to **section 25 subs. 1 sentence 4 and section 25 subs. 2 sentence 2 of the Residence Act** these forms of protection allow for the

pursuit of any economic activity, only excepting individuals who are subject to a national ban on deportation. This group is not automatically issued an employment permit along with the residence permit pursuant to **section 25 subs. 3 of the Residence Act**, and the employment permit must therefore be requested separately at the Foreigners Authority in charge. In this case, according to **section 31 of the Employment Regulation**, no special approval by the Federal Employment Agency is needed. However, the employment permit for refugees with one of the forms of protection mentioned above only applies as long as the residence permit is valid.

Access to the labour market is more complex for asylum seekers with a permission to remain pending the final asylum decision as well as for foreigners with a temporary suspension of deportation and no residence permit. Various conditions must be fulfilled in order for those individuals to get access to the labour market.<sup>5</sup> After a statutory waiting period of three months, a permission to engage in work may be granted by the Foreigners Authority according to **section 61 subs. 2 of the Asylum Act**, given the approval by the Federal Employment Agency. Pursuant to **section 39 subs. 2 of the Residence Act**, the Federal Employment Agency *may* consent if the employment of foreigners does not result in any adverse consequences for the labour market, in particular with regard to employment structure, regions and branches of the economy. Another requirement is that no German workers or foreigners having the same legal status as German workers with regard to the right to take up employment are available for the type of employment concerned. This regulation also applies if it has been declared that filling vacancies with foreign applicants is justifiable in terms of labour market policies and integration aspects.

Examining whether the position cannot be filled by Germans or EU citizens or other foreign citizens with permanent residence status and

<sup>5</sup> When the second law to better enforce the obligation to leave enters into force on August 21, 2019 a new special status of the temporary suspension of deportation for foreigners with unclear identity will be added. Persons with this status will not be permitted to work.

refugees with a residence permit, is called priority check (*Vorrangprüfung*) in special terminology. The priority check was suspended on 6 August 2016 for a period of three years and a total of 133 out of 156 districts of the Federal Employment Agency, with the aim of facilitating labour market access for asylum seekers and those who are subject to a temporary suspension of deportation.<sup>6</sup> This was determined in section 32 subs. 5 no. 3 of the Employment Regulation. The districts are listed in the annex to section 31 of the Employment Regulation. In addition, the priority check will be dropped in accordance with **section 32 subs. 5 of the Employment Regulation** for special cases such as highly qualified employment. The priority check will also be dropped for people who have been living in Germany for at least 15 months and hold a temporary residence permit or temporary suspension of deportation.

Furthermore, pursuant to **section 61 subs. 1 of the Asylum Act**, asylum seekers and refugees with a temporary suspension of deportation are not allowed to take up paid employment as long as they are required to stay in a reception centre.<sup>7</sup> According to **section 47 subs. 1 sentence 1 of the Asylum Act** the requirement to stay in the reception centre can last up to six months from the moment the asylum application has been filed.<sup>8</sup> Moreover, as stipulated in **section 47b of the Asylum Act**, the federal states have the possibility not to adhere to this regulation and to change the maximum residence time at the reception centre up to 24 months from the moment the asylum application has been filed. Saxony-Anhalt made use of this regulation, hence the requirement to stay at the reception centre can last up to 18 months, according to section 1a of the recording Act for refugees of Saxony-Anhalt. Pursuant to **section 47 subs.**

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<sup>6</sup> On August 9, 2019 section 32 of the Employment Regulation will be changed and the priority check will be basically omitted for asylum seekers and those who are subject to a temporary suspension of deportation.

<sup>7</sup> When the second law to better enforce the obligation to leave enters into force on August 21, 2019, an exception will be introduced for asylum seekers whose asylum procedure was not completed within 9 months.

<sup>8</sup> When the second law to better enforce the obligation to leave enters into force on August 21, 2019, it will be 18 months nationwide.

**1a of the Asylum Act**, foreigners from a safe country of origin<sup>9</sup> are not allowed to leave the reception centre. For this reason, these individuals may not take up employment.

Nevertheless, a negative asylum decision does not necessarily mean that there is no opportunity to stay or to work. On 31 July 2016 the Integration Act introduced the temporary suspension of deportation due to vocational training. Pursuant to **section 60a subs. 2 sentences 4 et seq.** and **section 18a subs. 1a of the Residence Act**<sup>10</sup> the so called “3+2 arrangement” allows for a residence permit for the usual three-year period of vocational training, plus two additional years of employment.<sup>11</sup> The regulation can come into effect in the event of a negative asylum decision. Although persons with a negative asylum decision are technically obliged to leave the country, the 3+2 arrangement offers a temporary suspension of deportation. It can be granted if the foreigner commences or has commenced training in Germany in a state-recognized or similarly regulated occupation. However, this is possible only if there are no specific measures calling for imminent termination of the foreigner’s residence in Germany. To make use of the residence permit for two additional years of employment, the person needs the approval of the Federal Employment Agency and a place to stay at his disposal as well as sufficient command of the German language. Additionally, from January 1, 2020 on, a temporary suspension of deportation because of gainful employment will be possible.<sup>12</sup> In this instance, a residence permit for 30 months may be issued. Additionally, there is also the possibility to obtain a permanent residence permit, but a 12 months temporary suspension of deportation and employment subject to social security contributions for 18 months is needed. A 35 hour work week must be

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<sup>9</sup> Currently all Member States of the European Union, Albania, Bosnia and Herzegovina, Ghana, Kosovo, the Republic of North Macedonia, Montenegro, Senegal, Serbia (section 29a subs. 2 and Annex II of the Asylum Act).

<sup>10</sup> From January 1, 2020 it will be set out in section 60c of the Residence Act.

<sup>11</sup> Usually three years of vocational training and two years of employment, therefore it is called a 3+2 arrangement.

<sup>12</sup> It will be set out in section 60d of the Residence Act.

guaranteed, for a single parent the quota is a 20 hour week. This regulation should only apply to people who entered Germany in 2015 or later. A few crucial dates need to be mentioned: Only individuals who have entered Germany by August 1, 2018 are covered and the regulation will not be in force after December 31, 2023.<sup>13</sup>

**Figure 4: Access to the labour market for refugees (Status of June 30, 2019) (Own illustration)**

<b>Form of residence</b>	<b>Access to the labour market</b>
Entitlement to asylum	<ul style="list-style-type: none"> <li>• Access without restrictions</li> </ul>
Refugee protection	<ul style="list-style-type: none"> <li>• Access without restrictions</li> </ul>
Subsidiary protection	<ul style="list-style-type: none"> <li>• Access without restrictions</li> </ul>
Ban on deportation	<ul style="list-style-type: none"> <li>• A permission to engage in work may be granted by the Foreigners Authority</li> </ul>
Asylum seeker	<ul style="list-style-type: none"> <li>• After a statutory waiting period of three months a permission to engage in work may be granted by the Foreigners Authority, given the approval by the Federal Employment Agency</li> <li>• No employment allowed during residence requirement (up to 18 months)</li> <li>• Employment ban for individuals from safe countries of origin</li> <li>• After negative asylum decision: Possibility of temporary suspension of deportation due to vocational training (residence granted for the duration of vocational training and up to two years of employment)</li> </ul>
Temporary suspension of deportation	

<sup>13</sup> For more information on the legal framework for labour market integration, see: Tangemann & Grote 2018, p. 18-19.

### 3.3 LANGUAGE SKILLS AS A PREREQUISITE FOR GAINFUL EMPLOYMENT

Successful integration into the German labour market depends on a sufficient command of the German language. Integration courses assure first access to learning the language. In accordance with **section 43 subs. 3 of the Residence Act**, they offer basic and intermediate language classes in order to teach sufficient language skills.<sup>14</sup> Upon successful completion of the language test, which is part of this integration course, a certificate will be awarded mentioning the participant's level of language proficiency, i.e. A2 to B1<sup>15</sup>. However, not all refugees are permitted to attend an integration course. According to **section 44 subs. 1 no. 1 c) of the Residence Act**, individuals with refugee protection, entitlement to asylum or subsidiary protection have the opportunity to participate. Foreigners subject to a national ban on deportation, with a temporary suspension of deportation or a permission to remain according to section 25 of the Residence Act have no claim on a place in an integration course. However, there are new legal stipulations to be taken into account, based upon the Asylum Procedures Acceleration Act of October 2015, which gives these groups a limited access to the integration course. According to **section 44 subs. 4 of the Residence Act**, refugees can attend an integration course if there are *free spots available*. Persons from safe countries of origin are exempted from this regulation. The integration courses are supplemented by job-related language training, which is regulated in **section 45a of the Residence Act**. Still, according to section 45a subs. 2 of the Residence Act, job-related language training is not open to foreigners who have permission to remain pending the asylum decision pursuant to the Asylum Act, and those who are not expected to be given permission to remain lawfully and permanently. This also applies to foreigners from safe countries of origin. Thus, in fact, access to the job-related language training is reserved to persons with good prospects to remain.

<sup>14</sup> In addition, the integration course conveys knowledge about the legal system, culture and history of Germany (section 43 of the Residence Act).

<sup>15</sup> Following the Common European Framework of Reference.

## 4. CHALLENGES IN LABOUR MARKET INTEGRATION OF REFUGEES IN SAXONY-ANHALT

### 4.1 LITERATURE REVIEW

#### 4.1.1 Challenges of cooperation

Integrating refugees is a complex task involving many actors at various levels of government (state, federal, municipal) as well as civil society actors, e.g. NGOs and volunteers. This heterogeneous group of integration actors may struggle to cooperate successfully and to coordinate their efforts effectively (Hooper et al. 2017, p. 16).

According to research, civil society plays a fundamental role in refugee integration (Anton et. al. 2016, p. 65-66; Erler et al. 2018, p. 8-9; OECD 2017, p. 61; Linnert 2018). In terms of labour market integration, volunteers not only increase the employability of refugees by teaching languages or functional knowledge of the German labour market (Erler et al. 2018, p. 35), for example, but also in form of *mentoring to work* as one of the many faces of mentoring (De Cuyper & Vandermeesch 2018, p. 7). De Cuyper and Vandermeesch offer the following definition for mentoring to work:

“A person with more experience (mentor) provides guidance to a person with less experience (mentee), the objective of which is to support the mentee making sustainable progress in his or her journey on to the labour market. Both mentor and mentee voluntarily commit to this and establish contact on a regular basis.” (De Cuyper & Vandermeesch 2018, p. 15)

Mentors are not necessarily volunteers, they can be professionals as well. Nevertheless, volunteer work is often decisive for enabling support for refugees, especially in dealing with local authorities or companies. However, studies indicate a latent potential for conflict in the cooperation between professional government actors and volunteers. The latter regularly criticise administrative procedures, placing responsibility for implementation squarely on the shoulders of government employees whenever an uncomfortable situation arises. This can have a lasting negative impact on cooperation (Schumacher 2018, p.25-26). Volunteers are often perceived as “overly engaged” by administrative staff and are said to distance themselves too little from individual cases (Bertelsmann Stiftung 2017, p. 24). Many volunteers, on the other hand, complain that government employees ignore the impacts of decisions on individual fates (Linnert 2018, p. 12). In this context, volunteers often express frustration about restrictive actions of the authorities (Karakayali 2017, p. 21-22; Erler et al. 2018, p 24).

Volunteers even experience authorities overtly putting obstacles in their way. (Karakayali 2017, p. 21-22). They criticise government bodies for not being willing to provide information (Linnert 2018, p. 12). Many volunteers feel left alone by the state. Others even reject state funding in order to preserve their independence. This is mostly due to the fact that there are conflicting goals between civil society initiatives and the state donors (Karakayali 2017, p. 21-22; Linnert 2018, p. 9). Furthermore, knowledge and personal experiences of volunteers are often not sufficiently considered for decision-making. Despite their expertise, volunteers are too rarely involved in administrative and political processes (Linnert 2018, p. 10).

However, according to research it seems advisable for all labour market integration actors to cherish and involve voluntary work (Erler et al., p. 92-93), bearing in mind its potential role in facilitating access to work for refugees. Volunteers themselves are highly interested in cooperation and job sharing with authorities and government agencies. Such cooperation should therefore also be facilitated by recognising volunteers as

supporters and supplements to state services (Karakayali 2017 & Kleist 2016). Building synergies between volunteer and administrative work seems hardly possible without coordination, moderation and exchange of information (Erler et al. 2018, p. 17). Moreover, it should be noted that after an initial increase in voluntary activities in 2015, it has become difficult to find volunteers, especially for long-term activities such as mentoring (Erler et al. 2018, p. 12). As a consequence, an exchange of experience as well as networking between all actors involved is seen as essential for strengthening integration efforts (Schumacher 2018, p. 92; Gesemann & Roth 2017, p. 35; Siegert et al. 2017, p. 41).

The ambiguous relationship between government actors and volunteers is not the only challenge for cooperation with regard to labour market integration. A major hurdle is posed by a change of jurisdiction in the context of institutional responsibilities. Whereas the Federal Employment Agency (BA) is in charge during the actual asylum procedure, the Job Centres take over once an asylum seeker obtains international protection. This may lead to difficulties, for example the possible cancellation of support measures (Degler et al., p. 6; Bogumil et al. 2017, p. 13; Aumüller 2016, p. 41).

Studies identify another difficulty when it comes to the exchange of data between different integration actors (Bogumil 2018, p. 10). However, this situation is slowly improving because more actors get access to the Central Register of Foreign Nationals (“Ausländerzentralregister”) (Degler et al. 2017, p. 9).

#### **4.1.2 Perceived obstacles**

Current research identifies a wide range of obstacles for successful labour market integration. Most studies underline the importance of a sufficient command of the German language for getting access to the labour market and deal with public authorities (Ekren 2018, p.31; Etzold 2018, p. 338; Knapp et al. 2017, p. 11; OECD 2017, p. 37-38;

Forschungsbereich beim Sachverständigenrat deutscher Stiftungen für Integration und Migration 2017, p. 60). Another barrier is set by the highly formalised German labour market which usually requires specific certificates to gain access to a certain profession (Etzold, p. 18). Refugees often lack these certificates because they were learning “on the job” in their country of origin (Brückner et al. 2016, p. 43). In addition, refugees tend to have a limited knowledge about the idiosyncracies of the German labour market and the dual vocational training (Bogumil et al. 2016, p. 67; Martin et al., p. 76; Siegert 2017, p. 27), which is quite unique in international comparison.

Furthermore, employers perceive legal regulations for refugee employment to be complex and time-consuming (Etzold 2018, p. 333). Especially SMEs struggle with these regulations (Hooper et al., p. 25). In this context, another administrative hurdle is posed by time overlaps further impeding successful employment. Appointments for refugees in public administrations, e.g. Job Centres or Foreigners Authorities, are often made during working hours (Siegert 2017, p. 31). This is just one striking example why public administrations are not perceived as flexible, transparent and accomodating by employers (Siegert 2017, p. 30). Another major factor is the high level of uncertainty among employers regarding the person’s status and prospects of remaining in the country (Degler et al 2017, p. 8; Hooper 2017, p. 3; Aumüller 2016, p. 44).

In rural areas, integration actors face a special environment which may lead to obstacles to refugee integration not perceived in urban areas. With smaller settlements dispersed in a vast area and greater distances to regional centres with public administration as well as basic supply and amenities, the issue of mobility is of high relevance (Siegert et al. 2017, p. 29). Refugees often lack driving licenses and have to rely on local public transport, which sometimes operates on a rather intermittent schedule (Siegert et al. 2017, p. 37).



#### 4.1.3 The current state of research in Saxony-Anhalt

Research on the current situation of labour market integration of refugees in Saxony-Anhalt has not yet been conducted extensively, apart from studies by Siegert on companies employing refugees in the municipality of Wittenberg (cf. Siegert et al. 2017). In the absence of comprehensive academic research in this field, the IntegriF project decided in 2017/18 to collect interview data in order to identify key actors, recurring challenges and facilitating factors as well as pragmatic ways to address challenges. Key results of our data analysis serving as input for subsequent workshop discussions with practitioners will be presented in this section.

The aim of our research was to include as many different perspectives as possible in order to get meaningful results and to discuss typical challenges with practitioners in transfer workshops. Therefore, structured expert interviews were conducted in 2018 with a wide range of actors in the field of labour market integration, including the Federal Employment Agency, the Job Centre, a (volunteer) mentoring organisation, employers associations, various types of employers, a volunteer and a refugee. In the course of the analysis and evaluation of the interview data, various tendencies were identified, which will be outlined and illustrated via salient quotes. To recapitulate the efforts undertaken, the key results based on both our analysis of interview data and group discussions in transfer workshops hosted by Harz University (cf. also section 5) will be presented as SWOT analyses, highlighting strengths, weaknesses, opportunities and risks (see figures 5, 6 and 7).<sup>16</sup>

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<sup>16</sup> For details concerning the adopted empirical methodology cf. the bachelor theses of Radom (2018) and Apitz (2019).

#### 4.2 ACTOR LANDSCAPE AND CHALLENGES OF COOPERATION

According to the interviewed experts, fruitful collaboration between the different integration actors is of central importance for the labour market integration of refugees.

“(...) all other network partners are known then already over the years and then I know: 'Aha, who can I call in the event of a problem.'” [Quote: Federal Employment Agency]

Sharing information and experiences made by the different actors is facilitated by the existence of well-functioning integration networks. An example for such cooperation is the networking support provided by the so-called Coordinating Bodies for Migration, as mentioned in the interviews. These operate at district level and are tasked with strengthening networking and coordination in integration work as well as fostering voluntary work. The integration coordinators receive training on a regular basis and are well connected because of periodical meetings. In addition, the co-location of the reception centre and the arrival centre in the same area as other integration actors is perceived as beneficial for cooperation.

“Although we are spatially relatively close together, so to speak in adjacent containers, but it happens a lot [...] that not only the BAMF, yes colleagues, point out the possibilities, which the Federal Employment Agency offers but we work together with the social workers, with the reception centre in general, also with, yes, other organizations like the Caritas, certainly also the doctors who belong to the reception centre. So all the actors who are there on the area inform the refugees about the fact that they get initial information here and that they can also be registered.” [Quote: Federal Employment Agency]

Given the spatial proximity of the institutions, the integration actors can easily cooperate and refer the refugees to colleagues when necessary. However, the rather baffling actor landscape in the field of labour market integration is perceived as problematic.

"It is almost impossible to get an overview of the multitude of actors, their areas of responsibility and their core competences [...]" [Quote: Volunteer]

According to this assessment, many practitioners, especially volunteers, do not have a comprehensive knowledge about integration actors and their core competences. This finding is in line with the fact that a large number of support services offered is not known by the actual target group (usually employers and refugees) and therefore not used.

"Because, as I said, there are MANY things here, but you have to ask or search." [Quote: Refugee].

Saxony-Anhalt offers already a potential solution to this problem with ZEMIGRA, the Centre for Migration and the Labour Market, an online portal which offers, among other things, a consultation service for questions and concerns regarding the topic of labour market integration of immigrants. However, ZEMIGRA is still relatively new and not all actors are aware of its existence.

"So for me I felt there was no central point of contact where I could get all the information. I had to find it with difficulty. Somehow an institution is missing. I was not aware of any." [Quote: Employer]

As far as state actors are concerned, data exchange is perceived as time-consuming. Difficulties with the exchange are reported especially between the Federal Office for Migration and Refugees, the Federal Employment Agency, the Job Centre and the immigration authorities. The data exchange is either not possible due to the use of different software

or for reasons of the protection of legal data. Sometimes the exchange even requires a formal letter.

"Well, it depends, when I reach the foreigner authority by phone, I can usually solve the issue directly. But if I do not reach them, I have to write a letter, because of data protection reasons I cannot send any mail. Although today there is the possibility of encrypted mail, but the sender and receiver [...] must have the same encryption system and that does not work hundred percent sure. And that's why it is then necessary to use a paper version." [Quote: Federal Employment Agency]

"[...] that means there are different systems, yes. So the Federal Employment Agency files the data in their data record and we actually do it again from scratch." [Quote: Job Centre]

The actors involved view this approach as extremely time-consuming. Therefore, there is a desire for a common data system which can be accessed by all state actors involved.

#### 4.3 PERCEIVED OBSTACLES AND SOLUTION APPROACHES

A lack of knowledge of the German language is perceived as a general risk for successful integration into the labour market. Integration actors consider learning the German language as central. Especially missing language skills among those with a temporary suspension of deportation and persons who are in the asylum procedure for a longer period of time are identified as problematic. High failure rates in language courses are considered as a particular hindrance in this regard.

"Language skills, this is definitely the first step and a key factor for labour market integration. If I do not understand what the employer wants me to do, it will be difficult to carry out my duties. The current situation is that we

have many who need to repeat the integration course. Who do not succeed in the retake as well and meanwhile a big part is already on the third attempt to reach the language level B1, which is the aim of the integration course.” [Quote: Job Centre]

“What makes me totally dissatisfied is they all get into the language course and then they fail the A1 test, B2 test, B1 test, pow, nothing is working anymore.” [Quote: German centre for half-timbered construction]”

Integration actors suggest that the classic lecture format of a language class is not suitable for everyone. A better linkage of qualification measures and language courses as well as the possibility to learn the language on the job are considered as possible solutions for this problem.

Missing qualifications and qualification certificates also represent an obstacle for labour market integration. The need for further qualification of refugees is rated as very significant by employment service actors. Therefore, as a first step, a competence assessment is important. In Saxony-Anhalt, this is carried out at an early stage and in a low-threshold manner by the Federal Employment Agency at the arrival centre. However, the competence assessment does not lead to certification. Good opportunities to test refugees in a professional environment are internships, even when formal qualifications are missing.

Apart from language and qualifications, experts often consider legal regulations and bureaucratic procedures as stumbling block. In this context, especially individuals with a temporary suspension of deportation and asylum seekers who have been in the asylum process for a long time seem to be at risk. Cause for this is their limited access to integration measures and the labour market at large.

“It basically depends on which residence permit I have. Because that's where the divide comes from: what access do I have to language? And only if I have

access to the language, a quick integration into the labour market is possible [...]. There are then an incredible number of hurdles for those who may be in asylum proceedings for one or two years” [Quote: Federal Employment Agency]

First of all, these groups obtain access to the necessary courses only if there are free spots available. Additionally, a permission to engage in work from the competent Foreigner Authority as well the approval of the Federal Employment Agency are required in order to gain access to the labour market. The process is extremely time-consuming and – in case of refusal – access to the labour market is completely restricted. In addition, the missing residence status can trigger uncertainty among employers who then hesitate to hire any people out of this group. In this context, a new legal regulation – the temporal suspension of deportation due to vocational training - is generally considered positive because it provides security. Notwithstanding, it is considered to be a problem to even find people who are eligible in the first place, if they have had only a limited access to language courses. In addition, the conditions to obtain the temporary suspension of deportation due to vocational training are considered to be too vague and it needs a great effort as well as extensive legal knowledge to meet them. Especially small and medium-sized enterprises (SMEs) may find it difficult to spend time to ask for a temporary suspension of deportation due to vocational training.

“Until the end, until he got the permission to engage in work and so on, until the training contract [...] I think it took me seven intense weeks, almost two or three hours a day, with different contacts, until we had the final permission.” [Quote: Employer]

“So the paragraphs and the things that need to be fulfilled are, I say, a very volatile area. So the definition is laid down step by step and that sometimes makes it absolutely impossible to get a temporary suspension of deportation due to vocational training.” [Quote: German centre for half-timbered construction]

Aside of the previously mentioned aspects, there are other hurdles to be considered. The domicile requirement, which obliges asylum seekers and persons with a temporary suspension of deportation to live in a specific place, is perceived as an impediment by integration actors. Due to the long time required to apply for a change of residence, another person might be hired to fill the job during the waiting period.

„Honestly, if I have a job offer or a vocational training offer [...] then it must be possible for him to move to another district and then pursue the work there. Especially since the company has made the commitments and then supported the whole thing. And that has to be done in a timely manner and not nine months later.“ [Quote: Employer Organisation]

"So someone who says: 'I just want to work in Halle now.' The organizational hassle until he can do that, until he has the administrative channels that need to be done, that's really an extreme hassle that eventually, in the worst case, EVENTUALLY lets an employer say: 'This is too much work for me, pfff, I will not hire him.'" [Quote: Job Centre]

In addition, work-related aspects such as qualification and the local labour market situation are not taken into consideration when assigning refugees to a place of residence. The so-called Integration Measures for Refugees, which allow asylum seekers to familiarise themselves with the German labour market doing community work, are seldomly implemented due to high bureaucratic hurdles in the implementation process.

Another complication lies in the discrepancy between cities and rural areas. Offers for integration actors and refugees focus, above all, on the big cities in Saxony-Anhalt. The demand in rural areas exists as well, but there are fewer offers to meet it.

Furthermore, a lack of knowledge as to how the German labour market functions is seen as a risk factor. From the point of view of the interviewed integration actors, more and better counseling on how the

German labour market and in particular the German dual training approach work is important. On a positive note however, the dual training option is increasingly seen as an opportunity by refugees.<sup>17</sup>

Cultural differences at the workplace are yet another impediment to successful integration into the labour market.

"So, for example, sitting with your arms crossed in front of the employer and looking down, not looking into the eyes. Where one simply has to know, that this is not a sign for absence or disinterest, but that this is common in the culture that you acknowledge the boss like this." [Quote: Employer]

"[...] a family member is not feeling well and then it is normal in this cultural area that you stay home and take care. But that collides with an employer who has no real sympathy for that." [Quote: German centre for half-timbered construction]

Issues such as punctuality, different holidays and other cultural aspects may lead to conflict between employees and employers. On the other hand, creating special conditions for employees who fled from their homeland might have a negative impact on the general atmosphere in the company. As a result, employers need to operate with a considerable degree of cultural awareness. Furthermore, they need legal and administrative knowledge to even consider hiring refugees. Employers could also be made aware of the special contributions that employees from other cultures may be able to make. Utilising so-called success stories which show the public positive examples of labour market integration might be a good option in this context.

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<sup>17</sup> The Jyväskylä Educational Consortium Gradia (Finland) developed and tested a Mentoring Model in the context of vocational education. The aim of the mentoring model was to prevent educational drop-outs of refugees and migrants (cf. <https://www.memore.be/mentoring-models/mentomigri/>).

“What is possible as an incentive system, but that is rather an indirect one, that we can actually report on positive examples again and again and contribute to the courage. That the companies are then more and more and: “Then I just try it sometimes.” [Quote Employer Association]

To reduce the risk of frustration, it is also important to point out that the actual integration process takes a long time. This does not only apply to employers, but also to volunteers accompanying refugees.

Another risk is the lack of sustainability of support services, as these are mostly project-based.

“That's a pity, of course, if such projects are ended then. [...] Apart from the whole billing, with the difficulties of billing and proof of funds. Always brings good ideas and then they are just not made permanent. [...] Exactly the same applies to the IQ network. Should the funding collapse some day then we will lose a support structure which is important for migrants and necessary” [Quote: Employer Association]

Correspondingly, established and successful support structures might disappear as soon as the funding ends. The discontinuation of funding is consolidated by the view that refugees are no longer seen as a separate group that requires special measures. As a result, the particular needs of refugees might be ignored.<sup>18</sup>

Strengths, weaknesses, opportunities and risks with respect to issues of labour market integration of refugees in Saxony-Anhalt are summed up in the following SWOT matrix, based on both our analysis of interview data

and group discussions in transfer workshops number 1 and 2 hosted by Harz University between 2017 and 2019 (cf. also section 5).

Figure 5: SWOT analysis (Tendencies) of labour market integration in Saxony-Anhalt (Own illustration)

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Cooperation perceived as good</li> <li>• Cooperation encouraged by municipal Coordinating Bodies for Migration</li> <li>• Networking and training for integration coordinators</li> <li>• Area shared by the ZASt and the arrival centre serves as an interface</li> <li>• Integration actors referring refugees to another actor when the latter is more suitable for a particular case</li> <li>• Unproblematic change of jurisdiction from Federal Employment Agency to the Job Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Confusing landscape of relevant actors</li> <li>• Many support measures are not well-known by the target group</li> <li>• Difficult data exchange and double data collection</li> <li>• Difficult labour market integration of persons with a temporary suspension of deportation</li> <li>• Bureaucratic obstacles (for example the domicile requirement as well as concerning temporary suspension of deportation due to vocational training and Integration Measures for Refugees)</li> <li>• Conditions of the local labour market are not taken into account when it comes to the allocation of refugees to the districts</li> <li>• Offers for integration actors and refugees are mainly located in the large cities of Saxony-Anhalt</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Support by volunteers</li> <li>• Usage of Federal Volunteer Service</li> <li>• Usage of internships</li> <li>• Better linkage of qualification measures and language courses</li> <li>• Learning the language „on the job“</li> <li>• ZEMIGRA as a service tool for employers</li> <li>• Refugees increasingly recognise dual training as a good opportunity</li> <li>• Success stories raising awareness among employers</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of language skills, qualifications and certificates as a proof of qualification</li> <li>• High failure rate in language courses</li> <li>• Lack of knowledge regarding the German labour market</li> <li>• Cultural differences</li> <li>• Conflict potential between professionals and volunteers</li> <li>• Need for awareness-raising measures and more information for employers as well as volunteers</li> <li>• Lack of consolidation of support measures</li> <li>• Lack of mobility in rural areas</li> <li>• Integration actors do not make adequate use of training offerings</li> <li>• Refugees are no longer regarded as a specific target group for support measures</li> </ul>

<sup>18</sup> The sustainability of support structures has also been a crucial issue in the MeMoRe consortium. To help organisations to reflect on how they can become more sustainable in the (near) future, a specific toolkit has been developed by the Belgium partner Hefboom in Flanders (cf. Carrette, 2019).

#### 4.4 THE POTENTIAL OF MENTORING AND VOLUNTEER SERVICES FOR REFUGEES

According to various expert opinions we were able to identify in structured interviews, the support provided by volunteers, for example, as mentors, is a significant help for labour market integration of refugees. A close relationship between mentor and mentee can contribute to long-term integration. Both the government's integration actors and employers' organizations consider mentoring extremely effective. In addition to mentoring in preparation for a job, mentoring after successful recruitment is also considered to be an asset for successful labour market integration. According to experiences of an employers association, refugees tend to quit their vocational training most likely after a period of 10 to 12 months. This could be prevented with close mentoring of refugee and employers right at the start of the employment to tackle problems early on.

“I think, or we think, the accompaniment is very effective if, not only in preparation, the young people and companies are accompanied during the integration process but also afterwards. Because normally, that is what the numbers show, the drop out of vocational training of migrants takes place in the period after 10-12 months. [...] And until then, the accompaniment should function and be present, because at some point seems to be a hole in which both the migrants as well as the companies fall.” [Quote: Employers Association]

Many companies have already discovered the potential benefits of mentoring to facilitate professional and social integration. Some employers have recently developed in-house mentoring models, for instance a „buddy model“, which was first implemented at the end of 2018 in nursing homes run by a welfare organization. When in-house mentoring is not feasible, due to a lack of human or financial resources, some companies refer to senior experts as caretakers. Especially with respect to the craft sector, the Senior Expert Service (SES) proves to be a

promising approach. With regard to vocational training, the head of training in the company often serves as a mentor for refugees who need further support in addition to professional issues.

Aside from mentoring being perceived as an essential instrument in labour market integration, it also has its uses for helping refugees in their dealings with authorities. Thus, mentor accompaniment can serve to strengthen the position of refugees.

“Sometimes it has a different effect if you go with the refugee on an authority and not him alone. So in pairs or with a mentor you can generally reach more.” [Quote: Mentoring Organisation]

Mentoring can be done both by professionals and volunteers, but volunteer mentors are often hard to find. In addition, it is more difficult with volunteers to assure continuity and to prevent sudden drop outs. Volunteers must be well trained and have to be aware of the limits of their competence, since volunteer misinformation can lead to additional hurdles in the integration process.

“But there is also the other side, so that German people take on the refugees and then but rather complicate the integration process, because then just have their own opinion and then it is difficult again to direct him to the right direction [...]. And if someone who is not so deep into the matter, who certainly wants to help, but is not so deep into the matter he can make things problematic.” [Quote: Job Centre]

Herein lies a latent potential for conflict. On the other hand volunteers tend to feel not properly appreciated by professionals and there is the impression of not meeting on an equal footing.

“In my view, one major problem is that the volunteers have got the practical experience and the transfer of this know-how to those responsible in the municipalities and districts, who for the most part have no migration or

integration experience and qualification, does not work. Volunteers are mainly not considered to be people with professional competence, but only as people with a pronounced social competence.” [Quote: Volunteer]

Nevertheless, this does not mean that volunteers do not provide valuable services. Mentoring tends to be very time-consuming and so volunteers can help professionals in their integration work with refugees. In addition, mentoring provides opportunities to strengthen and further qualify volunteers.

Strengths, weaknesses, opportunities and risks with respect to mentoring as an instrument for refugee integration in Saxony-Anhalt are summed up in the following SWOT analysis, based on both our analysis of interview data and a group discussion in the second transfer workshop hosted by Harz University in 2018 (cf. also section 5).

Figure 6: SWOT analysis (Tendencies) of Mentoring in Saxony-Anhalt (Own illustration)

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Contribution to long-term integration</li> <li>• Close personal mentee assistance</li> <li>• Accompanying refugees when having an appointment at public authorities may strengthen their position</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult acquisition of volunteers</li> <li>• Lack of support for refugees as well as for companies after the recruitment has already taken place, although support might prevent from dropping out of either vocational training or employment (which usually happens after 10 to 12 months)</li> <li>• time-consuming</li> </ul>
Opportunities	Risks
<ul style="list-style-type: none"> <li>• Institutional strengthening and qualifying opportunities for volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of qualifications and necessary suitability of mentors</li> <li>• Excessive demands placed on volunteers</li> <li>• Possibility of sudden termination by mentors must be taken into account (continuation of the mentoring process is at risk)</li> <li>• Misinformation as a consequence of knowledge gaps by mentors may impede the integration process of refugees</li> </ul>

The German Federal Voluntary Service for refugees also provides valuable assistance as far as labour market integration is concerned. Integration actors in Saxony-Anhalt report having had positive experiences with this instrument.

“I think it is a good opportunity to get in touch with Germans and to learn the language in action as well as to establish a network, yes. Of course, a Federal Volunteer Service is also a bit professionally oriented, but also serves to integrate socially. So it's not just labour market integration, but in the best cases a social and professional integration.” [Quote: Job Centre]

Above all, the Federal Voluntary Service offers the possibility of professional training for refugees combined with simultaneous

pedagogical support. The difference to other instruments lies in its character, which is less measurement-oriented. This type of support serves as a first professional orientation and helps to establish first contacts with employers. It also serves to break up the refugees' daily routine. The lack of sustainability of the voluntary service, however, has to be considered as a risk. Having completed their service, refugees do not automatically have new career options.

Strengths, weaknesses, opportunities and risks with respect to the Federal Voluntary Service as an instrument for refugee integration in Saxony-Anhalt are summed up in the following SWOT analysis, based on both the analysis of collected interview data and a group discussion in the second transfer workshop hosted by Harz University in 2018 (cf. also section 5).

*Figure 7: SWOT analysis (Tendencies) of Federal Volunteer Service in Saxony-Anhalt (Own illustration)*

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Participants are provided with training</li> <li>• Meaningful compensation to daily routine in initial reception centre</li> <li>• Possibilities for vocational orientation</li> <li>• Contact with employers</li> <li>• Rather self-determined work in contrast to the measure-like character of the Integration Measures for Refugees</li> </ul>	<ul style="list-style-type: none"> <li>• Training sessions are rather short</li> <li>• Diffuse job offers</li> <li>• Responsibility passes back to Federal Employment Agency → inhibits job placement by Job Centre</li> </ul>
Opportunities	Risks
<ul style="list-style-type: none"> <li>• Fosters cultural exchanges</li> <li>• Federal Volunteer Service can act as a bridge towards vocational training, furthermore it is an instrument of vocational as well as social integration</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of sustainability (no direct job opportunity or new career options subsequent to the service)</li> </ul>

#### 4.5 Summary

When having a close look at existing studies on the one hand and empirical research conducted by the IntegriF project on the other hand, many striking similarities come to mind. Just as pointed out in other studies, a lack of German language skills is perceived as the biggest barrier for labour market integration by integration actors from Saxony-Anhalt. Missing qualifications and certificates, cultural differences at the place of work, and legal (e.g. domicile requirements) or bureaucratic obstacles (e.g. lengthy administrative procedures) are major impediments. Since Saxony-Anhalt is characterised by a high level of rural areas, the issue of mobility is especially relevant for most parts of the federal state. Having to deal with large distances and an inadequate public transport makes it difficult for refugees to reach employers and local authorities.

Existing studies highlight the importance of a smooth cooperation between integration actors, especially government bodies, companies, NGOs and volunteers. This is underlined by practitioners from Saxony-Anhalt, who rate their cooperation generally as good and prolific. A facilitating factor for cooperation is the spatial proximity of actors which is given e.g. in the city of Halberstadt. On the one hand, practitioners are satisfied with the high number of actors and projects in Saxony-Anhalt, providing a multitude of potential support services for refugees. On the other hand, this heterogenous set of actors is perceived as rather confusing, especially by employers and refugees as the main target groups for support.

Many challenges of cooperation highlighted in studies can be discerned for Saxony-Anhalt as well. Experts interviewed by the IntegriF project emphasise the ambiguous relationship between volunteers and professionals. In general, integration actors acknowledge the merits of volunteer work, e.g. as mentors facilitating access to work for refugees. However, volunteers often feel not properly appreciated by professionals and criticise that professionals often do not consider the human factor when making decisions.



Unlike the findings in research, the change of jurisdiction from the Federal Employment Agency to the Job Centre seems to be a rather smooth process.

Although many integration actors in Saxony-Anhalt are familiar with each other's work and view cooperation as good, there is still room for improvement. Bearing in mind the extraordinary significance of networking and exchange of experience for strengthening integration efforts as highlighted in research, the IntegriF project aimed at creating a regular exchange forum for practitioners via so-called *transfer workshops* carried out at Harz University of Applied Sciences. This practical approach to the facilitation of knowledge sharing and exchange of experience will be portrayed in chapter 5.

## 5. KNOWLEDGE SHARING AND MUTUAL LEARNING IN AND WITH MIXED TARGET GROUPS

Projects based on network cooperation, which are concerned with contemporary societal challenges such as labour market integration of refugees, lead us to the question of how to generate good work results and how to improve the quality of the concepts we hope to see implemented. This also applies to policy recommendations we expect to be taken up by policy makers at different levels. How to facilitate the exchange of ideas in terms of knowledge sharing and mutual learning to cooperate successfully with network partners was therefore an important question of the transdisciplinary research process.

### 5.1 PARTICIPATORY APPROACHES IN TRANSDISCIPLINARY PROJECTS

At applied research institutions, cooperation and exchange with external partners traditionally take place in so-called *transfer workshops*. Stakeholders and specialists in their respective field of expertise are invited to discuss ideas, project goals or provisional results in order to systematically take into account feedback given by the external partners. For quite some time, different research traditions that have been established to cope with societal challenges pay particular attention to the importance of communicative processes and their evaluation in transfer activities (cf. the “action research” or the “participatory research” approach in the social sciences, the “transformative” approach in sustainability studies, the “third mission” approach of universities and its institutionalization in higher education policies).

Especially the “third mission” concept seems to be a promising approach for creating opportunities for exchange where higher education institutions are involved. In addition to their two core missions of research and teaching, universities increasingly have to deal with other tasks and activities, usually directly linked to the “generation, use, application and exploitation of knowledge and other university capabilities outside the academic environment” (Molas-Gallart et al. 2002, p. 2). This third stream of university activities constitutes the so-called “third mission”, which entered the public discussion three decades ago. These “new” activities put a special focus on the connection between institutions of higher education and civil society, emphasizing mutual exchange and direct interaction.

Since each country and even most universities have a different understanding of the concept, there is no clear definition and no global best practice for third missions (Roessler et al., p. 6). Nevertheless, third mission can be regarded as a multi-faceted approach, incorporating a wide range of potential fields of activity. According to Roessler et al. (2015, p. 13), the following activities have to be especially mentioned in this respect:

- technology transfer,
- services to business,
- developing a skilled workforce, e.g. by means of continuing education,
- social and civic engagement,
- services to the community,
- underlining the importance of research to the public,
- knowledge sharing, knowledge transfer and knowledge exploitation.

In an increasingly knowledge-based society, sharing and transfer of knowledge with relevant stakeholders is of crucial importance for academic discussion and societal progress alike. Therefore it is of special

importance to develop adequate tools for knowledge sharing. A promising approach is the development, implementation and evaluation of target group-oriented exchange formats to be discussed in the following section in detail.

Exchange formats are intended to serve as tools to facilitate knowledge sharing and mutual learning. A choice can be made between a wide range of potential exchange formats, depending on the context. These tools for the exchange of ideas cover a large scale from directive formats up to more participatory formats, shown in the following illustration.

*Figure 8: Examples for workshop formats from directive to participatory approaches (Own illustration)*



Participatory approaches in the case of exchange formats signify that the event's participants have the possibility to co-determine the outcome, taking a more active role in the proceedings than typical. But even today, knowledge exchange still tends to be rather traditional and directive. More participatory formats offer the possibility to create new ideas, solutions or to get into a deeper and more sustainable exchange of experiences. However, not every format will be suitable for every target group or objective to be reached.<sup>19</sup>

<sup>19</sup> A description of innovative facilitation techniques can be found in the appendix.

## 5.2 EXPERIENCES WITH SELECT EXCHANGE FORMATS

The overall aim of the IntegriF project was and is to establish a regional and transnational exchange of perspectives and reflective practice in the field of vocational and educational orientation for incoming refugees. Therefore, starting in October 2017, different facilitation tools and exchange formats have been tested to integrate practice partners into the research process in accordance with quality standards of empirical methodology pertinent to social sciences. To effectively merge the perspectives of an extremely heterogeneous group, consisting of various state actors of the different levels of governance as well as non-state actors like volunteers and NGOs as well as refugees, four regional transfer workshops focusing on current challenges in refugee management have been organized since 2017. So far, all relevant regional network partners have been invited by the IntegriF team, with the goal of comparing, contrasting and also connecting the various perspectives and to support a mixed target group in mutual learning and knowledge sharing (see table 1).

*Figure 9: Regional transfer workshops organized by IntegriF project*

Transfer workshop	Date	Topic
1	October 27 <sup>th</sup> , 2017	Vocational and educational orientation for refugees. Support networks as part of an integrated approach to refugee management.
2	May 24 <sup>th</sup> , 2018	Refugees on their way to the labour market? Current challenges in an integrated refugee management approach.
3	February 21 <sup>st</sup> , 2019	Last stop AnkER facilities? Current challenges for actors of refugee integration in Saxony-Anhalt.
4	May 22 <sup>nd</sup> , 2019	Do companies integrate refugees? Current challenges of the in-company integration of refugees in Saxony-Anhalt

The workshops given usually consisted of two phases: First, introductory notes were made to give information about the current status of a research issue, followed by a moderated discussion. For the second part of the event, different facilitation techniques were to be applied. One approach (as applied in workshop 1 and 2) was to launch plenum discussions with a simultaneous documentation of insights and results on presentation walls and flip charts. A different approach (as applied in workshops 3 and 4) was intended to provide attendees with even more space for participation, direct exchange and creativity.<sup>20</sup>

### **5.2.1 Workshops 1 and 2: Lessons learned**

The facilitation approaches used in the first two transfer workshops hosted by the IntegriF project team in October 2017 and May 2018 were characterized by introductory notes in the first part to inform, based on expert input, on the current status of a research issue and to initiate, in the second part, moderated plenum discussions with a simultaneous documentation of insights and results on presentation walls and flip charts. The corresponding time schedules can be found in the respective workshop programmes (see figures 10 and 11).

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<sup>20</sup> Apart from the workshops with the regional partner network we were also trialling a more open approach in the context of the third transnational MeMoRe meeting in Halle (Saale). Therefore, we conducted a workshop on the topic “How to facilitate knowledge sharing and mutual learning to cooperate successfully in the field of labour market integration of refugees” (September 27<sup>th</sup>, 2018) with a transformative approach, which is a commitment to a belief in the positive power of human dialogue to find connection in the face of divisive issues. By applying the transformative approach with an external facilitator, we wanted to support a productive dialogue during the course of the workshop as needed or desired by all participants without having a pre-determined goal or agenda. Each participant's experiences with knowledge sharing and mutual learning in network cooperations, e.g. in the field of labour market integration of refugees, are unique and add value to group deliberations. The role of the facilitator, who is working in the background observing the process, is to maintain an optimistic view of the capacity of all participants to make good decisions about both process and content of the exchange. The group of attendees consisted of regional stakeholders as well as international partners from Belgium, Sweden and Finland. As most participants were unfamiliar with such a self-determined format, opportunities for mutual exchange and thought-provoking debates were not used as much as could have been possible. To the detriment of the event, participants neither determined conversation rules nor agreed on a fixed agenda for the discussion. Since the multinational group of attendees used English as a lingua franca, some people may have hit a language barrier. While some participants felt comfortable with an open format like this and shaped the course of the debate the way they liked, others remained reserved. With respect to the mixed feedback, this highly participative approach did not prove to be appropriate for mixed target groups and therefore can be classified as a valuable experience with a limited practical applicability with respect to smooth and effective knowledge sharing and mutual learning for our particular purposes.

Figure 10: Workshop Programme "Vocational and educational orientation for refugees" (Own illustration)

Workshop „Vocational and educational orientation for refugees. Support networks as part of an integrated approach to refugee management.“ Monday, October 16, 2017, 13:00 – 16:00 o'clock Festsaal D101   Harz University of Applied Sciences, Domplatz 16, D-38820 Halberstadt	
Programme	
from 12.00	Arrival and possibility for lunch in the cafeteria
13:00	Welcome <b>Prof. Dr. Birgit Apfelbaum</b> (Harz University of Applied Sciences) <b>Prof. Dr. Christoph Goos</b> (Harz University of Applied Sciences)  Greetings <b>Prof. Dr. Wolfgang Beck</b> (Vice-Dean of the Department of Public Management) Wilfried Köhler (Head of division, Demographic development and forecasts, Ministry for Regional Development and Transport in the state of Saxony-Anhalt)
13:15	Programme overview and presentation of the IntegriF project <b>Prof. Dr. Birgit Apfelbaum</b> (Harz University of Applied Sciences) <b>Prof. Dr. Christoph Goos</b> (Harz University of Applied Sciences)
13.45	Moderated discussion I Which <b>stations of the Integrated Refugee Management</b> are particularly important for providers of vocational and educational orientation?
14.30	Coffee break
15.00	Moderated discussion II How important are <b>local integration networks to support mentoring activities?</b> Where do you see potential for optimisation?
15.45	Conclusion and outlook
16.00	End of the event

Figure 11: Workshop Programme: „Refugees on their way into the labour market?“ (Own Illustration)

Workshop „Refugees on their way into the labour market? Current challenges in an integrated refugee management approach.“ Thursday, May 24, 2018, 13:00 – 16:00 o'clock Festsaal D101   Harz University of Applied Sciences, Domplatz 16, D-38820 Halberstadt	
Programme	
from 12.00	Arrival and possibility to have lunch in the cafeteria DomCafete
13:00	Welcome and programme overview <b>Prof. Dr. Birgit Apfelbaum</b> (Harz University of Applied Sciences, project leader IntegriF II)
13:15	Introductory notes and discussion I Presentation of current research results on challenges regarding the labour market integration of refugees in Saxony-Anhalt <b>Prof. Dr. Birgit Apfelbaum</b> (Harz University of Applied Sciences, Project leader IntegriF II) <b>Robin Radom, B.A.</b> (Harz University of Applied Sciences, Project collaborator IntegriF II)  Experiences with refugees in the Federal Volunteer Service <b>Claudia Hennrich, M.A.</b> (Deutsches Fachwerkzentrum Quedlinburg e.V.)  Access to training opportunities for persons with temporary suspension of deportation: Current legal developments <b>Ass. iur. Kathleen Neundorf</b> (Martin Luther University Halle-Wittenberg, Chair of Public Law)  The role of volunteer mentoring for low-skilled refugees <b>Dr. Carina Großer-Kaya</b> (LAMSA e.V., Project MeMoGA) <b>Susana Márquez</b> (LAMSA e.V., Project MeMoGA)
14.30	Coffee break
15.00	Introductory notes and discussion II Competence building at the state level: ZEMIGRA's portfolio for labour market integration actors <b>Dr. Franka Kretschmer</b> (Project ZEMIGRA)  Competence building at the municipal level: Establishment of municipal competence centres for integration and migration <b>Prof. Dr. Katja Michalak</b> (Project IKOE, AGSA e.V. / Harz University of Applied Sciences)
15.45	Conclusion and outlook
16.00	End of the event

Feedback given by the participants of these first two workshops hosted at Harz University shows that participants generally made good use of our offer to contribute to the moderated discussions, however some actors preferred even more room for exchange among the attendees. Nevertheless, a fixed agenda with a central question referring to the main topic of the event seemed to be crucial for fruitful exchange.

### 5.2.2 Workshop 3: Lessons learned

While developing the design of our third regional workshop in February 2019, we carefully examined the feedback given by all participants of our first two regional workshops at Harz University of Applied Sciences in 2017/2018 and the workshop hosted by the IntegriF project at the third transnational meeting in Halle in September 2018. As a result of the evaluation, we chose a more participative approach for our third workshop at Harz University of Applied Sciences with the focus on AnKER facilities and the implications of this concept for the Federal State Reception Centre of Saxony-Anhalt (ZAST) located in Halberstadt. Many workshop participants either work directly in the ZAST or are affected by current developments there. Therefore it seemed promising to build small work groups in order to foster a direct exchange among participants. The corresponding time schedule can be found in the respective workshop programme (see figure 12).

Figure 12: Workshop Programme: „Last stop AnKER-Facilities?“ (Own Illustration)

Workshop „Last stop AnKER-Facilities?“ Current challenges for actors of refugee integration in Saxony-Anhalt“	
Thursday, February 21st 2019, 13:00 – 16:00 o'clock Festsaal D101 of the Harz University of Applied Sciences, Domplatz 16, D-38820 Halberstadt	
Programme	
from 12.00	Arrival and welcome coffee
13.00	Welcome and programme overview <b>Prof. Dr. Birgit Apfelbaum</b> (Harz University of Applied Sciences, project leader IntegriF II)
13.15	Current state of the AnKER-Facilities <b>Prof. Dr. Birgit Apfelbaum</b> (Harz University of Applied Sciences, project leader IntegriF II) <b>Robin Radom, B.A.</b> (Harz University of Applied Sciences, research associate IntegriF II)
13.35	Current situation in the Federal State Reception Centre of Saxony-Anhalt (ZAST) <b>Eckhardt Stein</b> (ZAST Halberstadt, director) <b>Christine Jung</b> (ZAST Halberstadt, deputy director)
14.00	Moderated exchange of experience
14.45	Coffee and discussion break
15.15	Presentation of the results of the moderated exchange of experience
15.45	Conclusion and outlook
16.00	End of the event

The workshop started with two introductory notes providing the participants with basic information on AnKER facilities and first-hand experience on the current situation in the ZAST. Following these presentations, a question was raised which was assumed to be interesting for all participants: „What will be the impact of the AnKER facilities concept on your daily work?“ Divided up in small groups of five

to six people, the participants were asked to discuss this question in a given timeframe and to present their results to the plenum afterwards. The composition of the groups had been arranged in advance by the IntegrIF team. The aim of this approach was to enable an exchange among heterogeneous groups of actors. To be more precise, each of the five groups was designed to consist of at least one representative of

- a state-level actor (e.g. Federal Office for Migration and Refugees) or the Federal State Reception Centre of Saxony-Anhalt,
- a municipality,
- an NGO.

All groups had the same set of tools available for the facilitation of the discussion process within the group and the upcoming presentation of the results to the plenum (see figure 13).

Figure 13: Facilitation tools on the table



The group members were provided with posters, highlighters, scissors, glue, magazines, newspapers, postcards and Lego bricks which were arranged at a central table and provided each group with plenty of opportunities to choose from. There was a fixed time limit of 45 minutes for these group discussions, but the following coffee break allowed for a further exchange of ideas. While talking to each other, the groups faced the challenge of illustrating their ideas with the tools of their choice. To sum up these debates, a member of each group presented the reflections and observations on the central question by means of the graphic representation developed during the discussion process. The remaining workshop participants gathered around the respective group and joined the discussion following each short presentation (see figures 14 and 15).

Figure 14: Discussions at the tables I



Spontaneous questions, remarks and comments actually provoked – just as intended - fruitful debates and mutual exchange across all groups.

As expected, each work group emphasized different aspects of the central question and chose a different approach to illustrate the results of their discussion process contributing to an in-depth and multi-faceted reflection on the topic. In addition, many enriching thoughts were developed in the exchange which followed each presentation. Bearing in mind the results of the group discussions and the positive feedback given by the participants, this exchange format proves to be an appropriate tool for discussing a question deriving from a precise research topic.

Figure 15: Discussions at the tables II



As mentioned above, the facilitation approach as applied in workshop 3 was intended to provide attendees with yet more room for participation, direct exchange and creativity by inviting participants to discuss an issue in small groups and to present their results graphically. According to the participant feedback, it definitely stimulated many groups to design collages using different materials like postcards or Lego bricks, documenting a high level of constructive reflection and creativity. When feeling uncomfortable with these options, participants could have used “traditional” tools such as flip charts or presentation walls to illustrate



their results. The IntegriF team perceived discussions and practical work to be highly rated by participants, given that they were provided with enough time for debate and exchange.

### 5.2.3 Workshop 4: Lessons learned

Once again the IntegriF project had the privilege to welcome a heterogeneous group of experts at Harz University of Applied Sciences for its fourth workshop, including representatives of federal and state facilities, municipalities, universities, migrant organizations, other projects in the field of refugee integration and committed individuals with or without a refugee background.

Figure 16: Workshop Programme "Do companies integrate refugees?" (Own illustration)

Workshop „Do companies integrate refugees? Current challenges for the in-company integration of refugees in Saxony-Anhalt.“ Wednesday, May 22nd 2019, 13:00 – 16:00 o'clock Festsaal D101 of the Harz University of Applied Sciences, Domplatz 16, D-38820 Halberstadt	
<b>Program</b>	
from 12.00	Arrival and possibility for lunch in the cafeteria DomCafete
13.00	Welcome and program overview <b>Prof. Dr. Birgit Apfelbaum</b> (Harz University of Applied Sciences, project management IntegriF II)
13.15	Chances, barriers and instruments of the in-company integration of refugees from the perspective of companies and chambers <b>Prof. Dr. Birgit Apfelbaum</b> (Harz University of Applied Sciences, project leader IntegriF II) <b>Stefan Apitz, B.A., M.A.</b> (Harz University of Applied Sciences, project collaborator IntegriF II) <b>Robin Radom, B.A.</b> (Harz University of Applied Sciences, research associate IntegriF II)
13.35	Current status of refugee labour market integration in Saxony-Anhalt from the perspective of the Chambers of Industry and Commerce <b>Mathias Schönenberger</b> (Chamber of Industry and Commerce Magdeburg, expert for the recruitment of skilled workers)
14.00	Moderated exchange of experience
14.30	Coffee and discussion break
15.00	Presentation of the results of the moderated exchange of experience
15.45	Conclusion and outlook
Ca. 16.00	End of the event

Following the previously established routine of approaching the topic, the workshop started with two introductory presentations. In the first one, presented by the IntegriF project team, results of a bachelor thesis on the in-company integration of refugees from the perspective of employers and chambers were presented. As a thematic follow-up, an expert from the Chamber of Industry and Commerce Magdeburg gave valuable insights on current chamber actions and ongoing challenges for companies concerning the employment of refugees (see figure 16). Having gotten acquainted with the employers' perspective on the integration of refugees, the participants were invited to exchange their own ideas on the topic. For the sake of an in-depth exchange of knowledge and experiences, another facilitation technique was tested, inspired by the so-called "design thinking" as a novel method frequently used in business settings. Although there is no uniform definition for this concept yet, it can be regarded as a tool for practical and creative problem solving, suitable for many fields as varied as engineering, architecture and business. The aim of the workshop being to find creative and perhaps even innovative solutions meeting the needs of practitioners to cope with challenges in the context of vocational integration of refugees, a "design thinking"-approach seemed to be very appropriate.

The participants were assigned to one of four groups set up prior to the event. The first group dealt with experiences in "vocational orientation", the second discussed "vocational training", the third focused on "access to employment" and group four was invited to reflect on the topic of "sustainability and employment development". Four so-called "stations" were intended to present the basic steps of vocational integration. Each of the stations was centred on a fictional biography of a refugee, including name, age, place of residence, status of residence and current job situation, as shown in the following overview:

Figure 17: Fictional refugee biographies for the basic stations of vocational integration (Own illustration)

<b>Station</b>	<b>Station 1: Vocational Orientation</b>	<b>Station 2: Vocational Training</b>	<b>Station 3: Access to employment</b>	<b>Station 4: Sustainability + development of employment</b>
<b>Name</b>	Hakim	Samira	Ermias	Lela
<b>Age</b>	28	18	23	33
<b>Place of residence</b>	Halle (Saale)	Haldensleben	Tangerhütte	Eisleben
<b>Status of residence</b>	Subsidiary protection	Temporary suspension of deportation	Refugee protection	Refugee protection
<b>Job situation</b>	Looking for career start in Germany; no proof of qualification; before the flight temporary employments in different professions	Has recently been accepted as an apprentice by a medium size logistics company, 15 km from Haldensleben	Career start in a very small IT-company in the rural area; company without any previous intercultural experience	Shift work in a large-scale bakery for four years, striving for career advancement in her company

As a starting point for the upcoming discussion, the IntegriF team presented a question guideline developed prior to the workshop: "Which challenges and solution approaches do you see for companies as well as for refugees with regard to the different stages of vocational integration?" The groups were invited to list challenges and, as a second step, to develop possible solutions for a given challenge. Participants were asked to assume the perspective of the (fictional) refugee as well as the perspective of an employer vis-à-vis this person. Each group was

provided with a presentation board, coloured paper and marker pens. Staff from the IntegriF project served as facilitators who supported the exchange process, answered questions regarding the procedure and put the results on the presentation boards.

Figure 18: Design thinking at station 4 (IntegriF project)



The moderated discussion consisted of two phases with a fixed time frame: In a first 30-minute part, the groups (consisting of four to five people) discussed their respective topic and developed creative ideas and solutions which were put on the presentation boards. As a second step, each group presented their results to the workshop participants, who then were invited to add their own thoughts and personal experiences on the topic, thus allowing for a more complete picture of the thematic focus of the respective work station. Starting with group 1,

each group presentation and subsequent discussion was intended to take ten minutes, followed by a short conclusion on the overall results of the “design thinking” approach.

Figure 19: Design thinking at station 3 (IntegriF project)



As the evaluation of the workshop shows, participants readily accepted the facilitation technique and described it as innovative, creative, easy to understand and a suitable impulse for starting discussions. Some groups, however, had difficulties to agree on certain issues they wanted to see on the presentation boards, e.g. additions to the fictional biographies and tangible job perspectives. Therefore, it was the facilitator’s task to work towards a compromise without being biased. Furthermore, participants listed time constraints which inhibited more in-depth discussions in some of the groups. A lack of time, caused by agenda items taking more

time than expected, became especially apparent when it came to the presentation of the results: For groups 3 and 4 no further additions and comments by the plenum could be included in order to avoid a late finish. Some people in attendance stated that a participation of employers could have been a welcome addition for the “design thinking” part, given that these labour market actors could have added personal experience and their own distinct view on the subject.<sup>21</sup> As a consequence, participants wished for a continuation of the workshop’s topic, which was generally regarded as highly relevant, yet this time around with the addition of experienced employers and decision-makers.

### 5.3 INTEGRIF WORKSHOPS: LESSONS LEARNED AND RECOMMENDATIONS

From October 2017 through May 2019, the IntegriF project hosted four three-hour workshops on refugee integration issues in Saxony-Anhalt.<sup>22</sup> The IntegriF project team had the privilege to welcome a heterogeneous group of actors at Harz University of Applied Sciences, including representatives of federal and state facilities, municipalities, universities, migrants’ organizations, projects, volunteers and committed individuals with or without experience of displacement to the four workshops. The number of participants varied between 20 to 35 persons. Each workshop began with a unit on theory, followed by a practical part involving the participants. The events started with a brief discussion of the workshop syllabus, including a presentation on the subject of each workshop in order to provide the heterogeneous groups with relevant information on current challenges for refugee integration. For the second part, moderated exchanges of experiences served as a participatory element. During this phase, we used different facilitation techniques. In the first

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<sup>21</sup> Unfortunately, this target group is not easily available for events like this, since employers usually have very little extra time.

<sup>22</sup> In addition, the IntegriF team hosted an event at a transnational meeting of the MeMoRe consortium in September 2018 in Halle (Saale).

two workshops, participants were invited to join plenary discussions on relevant questions decided on prior to the event. In the third workshop, work in small groups and facilitation tools using creative elements (e.g. strategic play) were introduced. The results of group discussions were later reviewed by the plenum. Additionally, a so-called “design thinking”-approach was used and adapted by the IntegriF team.

To get feedback from the participants, we provided questionnaires after each workshop (see appendix). A first evaluation of the feedback given showed that the participants were overall satisfied with the quality and usefulness of the workshops. Most participants appreciated the fact that the different groups were quite diverse. According to their feedback, they were able to acquire very useful new insights for their respective jobs and felt that they were given room to share experiences and further questions. Some issues, however, turned out to be more controversial, first and foremost the question of time management. Sometimes agenda items took more time than expected which led to less time for discussions. Therefore, an all-day event was called for by some rather than having workshops limited to three hours. Feedback for the second workshop showed that the introductory part took up too much time, thus, the IntegriF project team decided to leave more room for the discussions of practical issues in the subsequent workshops by having just two introductory notes. Not only did the participants learn from the thematic input provided by experts and experience shared by all, but the IntegriF project team gained valuable insights as well, provided by the practitioners with regard to the analysis and evaluation of current issues from a social sciences perspective: Completed questionnaires and oral feedback by participants provided new and fresh ideas for workshops in the future, reflecting a broad spectrum of challenges for people working in the field. The multitude of potential topics referred to by practitioners serves as evidence that refugee integration issues are likely to be highly relevant in the following years.

Things we learned from the workshop series and recommendations for further events are, among others:

1. An integrated approach to knowledge exchange does indeed work, but the venue must be carefully chosen.

Harz University of Applied Sciences in Halberstadt proved to be a suitable venue for bringing together mixed target groups in Saxony-Anhalt, since it is very close to very important actors in the field, e.g. the Federal State Reception Centre of Saxony-Anhalt (ZAST), also located in Halberstadt. A university department is deemed acceptable as “neutral” ground where actors from diverse fields and organizations can mingle effectively.

2. A local / regional / transnational network is needed for knowledge exchange.

To exchange knowledge in a given field of expertise successfully, as many relevant actors as possible should be targeted. This is a way to support the development of a local or even regional network consisting of heterogeneous actors, also including mentors and mentoring organizations. The field of refugee integration being multi-faceted and sometimes regarded as confusing even by practitioners, personal contact as enabled by the IntegriF workshops helps to get acquainted with other actors in the field.

3. Knowledge exchange rather than just knowledge transfer.

Participation is one of the key elements of the IntegriF workshop design. Dissemination of knowledge is not intended to be a one-way transfer from one actor to another (e.g. from academic researchers to practitioners in the field); instead, every participant shares knowledge with everybody else on the same level. Researchers learn from practitioners as much as the other way around, the same applies to NGOs and public administration etc.

4. Identify relevant topics together with the practitioners.

Participants are regularly asked to propose topics for upcoming events, thus workshops reflect current challenges in the field. A strength of higher learning institutes – in this specific case the Department of Public Management at Harz University of Applied Sciences – is the interdisciplinary approach to issues, covering legal, social and communicative aspects of a given topic.

5. Each participant has a voice.

Every person’s experience and opinion are equally valuable, regardless of being a senior expert in the field, a student or a refugee.

6. The issue / social challenge is at the centre of the discussion.

Every transfer workshop needs a thematic focus. This helps to reflect on a certain practical issue in detail and to keep discussions vivid, focused and solution-oriented.

7. The type of facilitation chosen may be a success factor in itself.

Over the course of the workshop series, different facilitation techniques were trialled and evaluated, covering a large spectrum from directive formats to more participatory formats, such as strategic play scenarios or an adaptation of the design thinking approach. As it turned out, not every technique fits every topic or every target group, for example when choosing a so-called transformative approach, where facilitators do not set any pre-determined goal or agenda for the participants, to be used at a transnational meeting in Halle in September 2018. Overall, practitioners felt comfortable with the workshop format and the different facilitation techniques that were applied.

8. Regular feedback loops and constant evaluation.

In order to develop the workshop format, sustain the level of quality and adjust it to the needs of the target group, regular feedback by participants and a constant evaluation by the IntegriF project are crucial factors for success. Questionnaires, which were handed out to the participants after every event, proved to be effective ways in which to gather opinions.

9. Participants have to become acquainted with each other in order to be successful.

Many actors knew each other prior to the workshop series; however, there has been a fairly frequent influx of newcomers to the field (or the workshop series). Hence, in order to build trust, each participant should introduce him- or herself at the beginning of the workshop. Moreover, the composition of work groups changed from one event to the next, thus allowing for as many contacts as possible.

10. Find engaging activities.

Most practitioners did not appreciate too much theoretical input. Practical work helps to keep people involved and to spark mutual exchanges and discussions. Finding the right tasks for the right topic is a key factor for success.

11. From the perspective of universities: Combine applied research and curriculum development.

With the diverse results of the transfer workshops in mind, a curriculum centred on integration issues could be developed as a link between research and teaching. Training for students from different departments/enrolled in different degree programmes could be provided in close connection with projects and research.

12. Mix participants from different organizations and levels of hierarchy.

A special appeal of the workshop series is its thematic relevance for mixed-target groups, including practitioners from different organizations (public administration, NGOs, higher learning institutions etc.). When challenges for successful and sustainable integration are to be discussed, the level of hierarchy does not matter, rather ideas and creativity.

13. Consider the different organizational cultures and needs of the target group.

The workshop design should appeal to all target groups attending the event. That is why an inter- and transdisciplinary approach to any given topic is highly recommendable. Whereas legal changes may be of special relevance for the decision-making of public administration representatives, refugee self-organizations or individual refugees may put more emphasis on the social implications of legal regulations.

14. The rhythm of the events is important.

Workshops should take place on a regular basis, in order for people to plan their attendance in advance. On the other hand, too many events are not recommendable, since practitioners are busy with their day jobs and workshops are always intended to put the focus on a specific current challenge. Two or three events per year seem to be an appropriate number in such a dynamic field of work. When it comes to the actual design of further workshops, collaboration with other projects and partners might be considered as well.

15. Document the results as accurately as possible.

Insightful remarks are easily forgotten when not carefully documented. Results of the plenary and group discussions and further additions such as comments should be recorded and forwarded to all participants as a follow-up to the event.

16. How to measure / evaluate improved cooperation?

It is difficult to identify indicators to measure improved cooperation. One approach could be to ask regular participants how they perceive cooperation in comparison to the one two years ago.

## 6. CONCLUSIONS

As described in studies of the MeMoRe consortium, mentoring to work can be an effective way to facilitate job integration for refugees. With respect to Germany, this paper examined how mentoring to work can be placed in the broader context of labour market integration. To get a better understanding of this complex task, labour market integration should be considered in a legal, administrative and societal framework. For providing refugees' access to work, many state and non-state integration actors share tasks and responsibilities. Therefore, they are part of a process of cooperation and capacity building, bearing the risk to fail in communication and coordination. Being aware of these ongoing challenges for successful cooperation, higher learning institutions can provide forums for regular knowledge exchange of relevant integration actors and stakeholders in a specific region.

To facilitate the establishment and development of local and regional integration networks, the IntegriF project at Harz University of Applied Sciences carried out so-called *transfer workshops* from 2017 to 2019. These activities can be regarded as part of the *third mission* of higher

learning institutions. The IntegriF workshops as regular forums for knowledge exchange and mutual learning helped to establish and foster cooperation among integration actors and relevant stakeholders in Saxony-Anhalt, although the exact impact is difficult to measure. As one of the most striking topics for discussion, access to the labour market was a matter of continuous debate, occasionally generating creative ideas for improvement of the current situation. Whereas job mentors were only one of many heterogeneous target groups addressed by the workshops, mentors benefitted from establishing network ties with other actors sometimes hard to grasp as well as from gaining a broader picture of integration issues directly affecting their daily work.

A mixed target group of integration actors and relevant stakeholders appreciated the workshop format. Therefore, Harz University would like to proceed with the workshop design, testing further facilitation techniques and adapting the format to the results of continuous evaluation. Regarding integration networks and interactive formats for knowledge exchange (including the potentials of mentoring to work), additional studies and practical testing are desirable. With respect to the scientific output of the MeMoRe consortium, further research should be conducted to examine local/regional networks and exchange formats in the partner countries and beyond.

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<https://www.memore.be/>

## APPENDIX

### FACILITATION TECHNIQUES (DESCRIPTION)

- Appreciative Inquiry
- Design Thinking
- Fishbowl
- Open Space
- World Café

### QUESTIONNAIRES USED FOR PARTICIPANT FEEDBACK

Methods to facilitate knowledge sharing and mutual learning

## Appreciative Inquiry

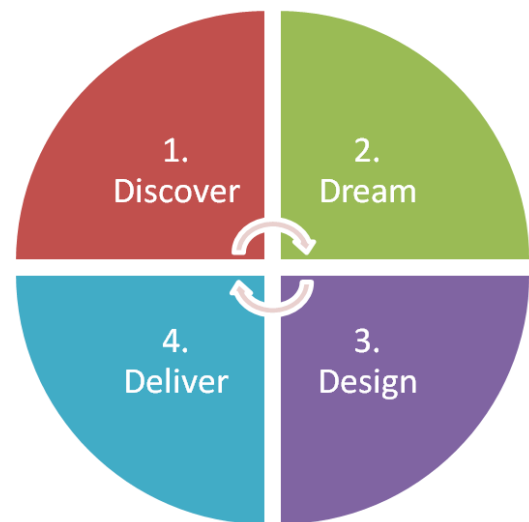
### What is Appreciative Inquiry?

Appreciative Inquiry is about the search for the best in people, their organizations and the strengths-filled, opportunity-rich world around them. Therefore, the focus is on the strengths, the positives, the potentials of a system and, in contrast to traditional methods, not on problems, as this may sap energy and motivation of the people. The use of this method is appropriate where capabilities, behaviors or the performance of an entire system are to be developed or where the task is to design or redesign the future of this system.

### Five Principles of Appreciative Inquiry

Appreciative Inquiry follows **five principles**:

1. Constructionist Principle – Words create worlds
2. Simultaneity Principle – Inquiry creates change
3. Poetic Principle – We can choose what we study
4. Anticipatory Principle – Images inspire action
5. Positive Principle – Positive questions lead to positive change



### 4-D Appreciative Inquiry Model

The 4-D Appreciative Inquiry Model offers a generative yet practical process model for approaching change at all levels within a system, from one-on-one coaching, to team building, to system-wide change. The model consists of four steps:

1. Discover – Appreciating the best of ‘what is’
2. Dream – Imagining ‘what could be’
3. Design – Determining ‘what should be’
4. Deliver – Creating ‘what will be’

#### Further Information (Sources)

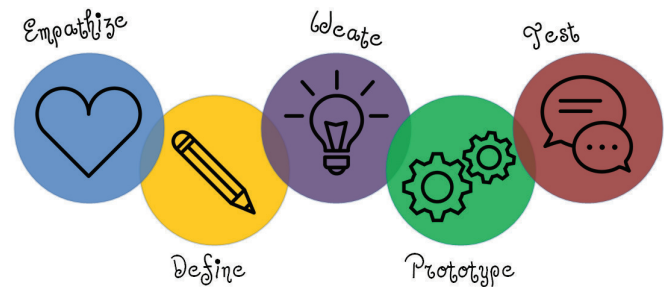
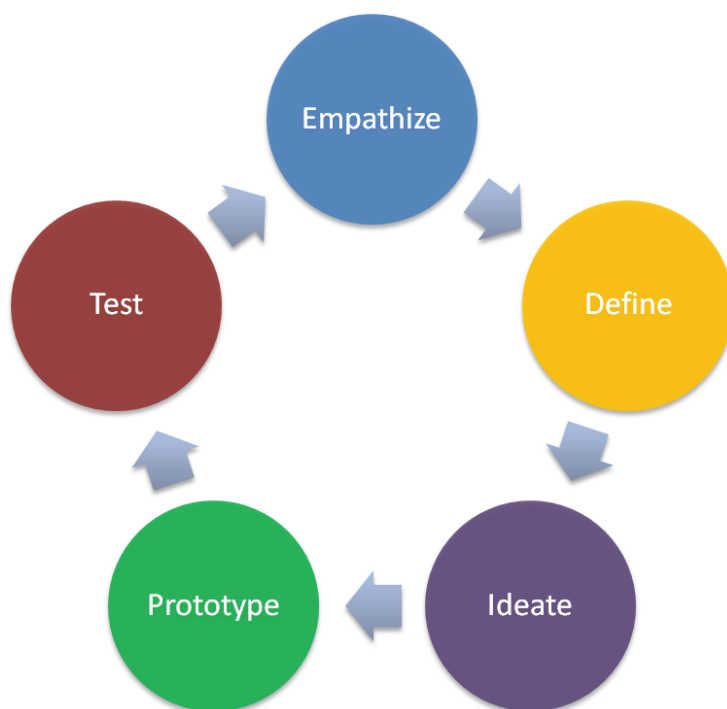
[www.appreciativeinquiry.champlain.edu](http://www.appreciativeinquiry.champlain.edu)

Methods to facilitate knowledge sharing and mutual learning

## Design Thinking

### What is Design Thinking?

Design Thinking is a method developed in industrial design, where it was used to find innovative and user friendly solutions. It can be regarded as a tool for practical and creative problem solving, suitable for many fields of application. The approach is human-centered and is designed to identify and understand the needs of the target group. To achieve this it aims to bring together as many different experiences, opinions and perspectives on a problem as possible.



### The five Stages

Design Thinking usually consists of the following five phases:

**Empathize:** Trying to empathize with the target group to develop a deep understanding of the challenge.

**Define:** Determine the problem(s).

**Ideate:** Generate ideas and solutions.

**Prototype:** Design a prototype (for example a role play or storytelling).

**Test:** Get into an open dialogue with the target group.

The five stages are not always sequential and they might be switched or repeated as needed.

#### Further Information (Sources)

[www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process](http://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process) (Interaction Design Foundation)

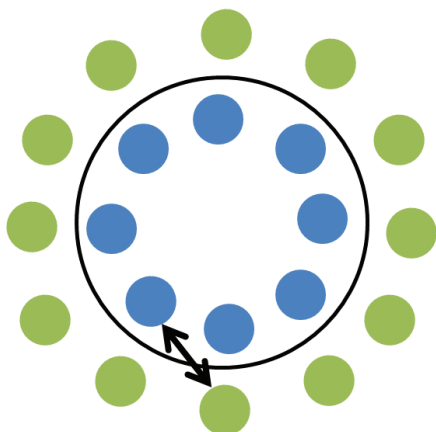
[www.kreativitaetsstechniken.info/kreativitaetsframeworks/design-thinking/](http://www.kreativitaetsstechniken.info/kreativitaetsframeworks/design-thinking/) (Kreativitätstechniken.info)

## Methods to facilitate knowledge sharing and mutual learning

# Fishbowl

## What is the Fishbowl Method?

The Fishbowl method has been developed to manage group discussions. The name reflects the required seating: One group constitutes the inner circle, the other the outer circle. While the inner circle discusses a given topic, the outer circle merely observes the proceedings at hand. Thus the Fishbowl method allows for the inclusion of the public (“outer circle”) to participate in the discussion. This meaningful alternative to traditional debates and panel discussions may foster dynamic participation. The inner circle ordinarily consists of a small group of people (5 to 8) while the outer may be larger, with a facilitator in charge overall.



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## Open or Closed?

There are also a number of variations of the Fishbowl method. One option is to include the outer circle in the proceedings. For this purpose an empty chair is placed in the inner circle to signal that any member of the outer circle may feel free to participate actively in the discussion. Conversely any member of the inner circle may leave it if they feel they have nothing to contribute to the discussion at the moment. It is also possible to set time limits for any changes or else participants need permission by the facilitator.

### Further Information (Sources)

<http://www.kstoolkit.org>

Methods to facilitate knowledge sharing and mutual learning

## Open Space (Technology)

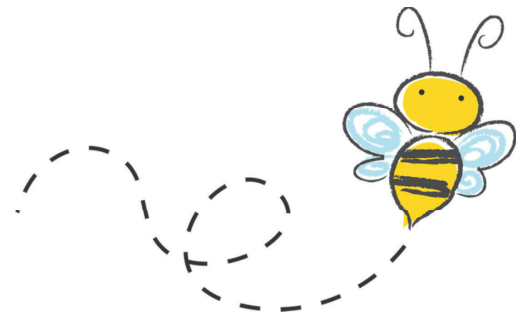
### What is Open Space?

Open Space is a method for facilitating (community) meetings, where the participants create and manage their own agenda of parallel working sessions around a central theme. It is based on the principle of self-organisation and can be used for groups from 5 up to 2000+ people. The method works best when the work to be done is complex, the people and ideas involved are diverse, the passion for resolution (and potential for conflict) are high, and the time to get it done was yesterday.

### The four principles of Open Space

The method is based on four principles:

- Whoever comes are the right people.
- Whenever it starts is the right time.
- Whatever happens is the only thing that could have.
- When it's over it's over.



### Bumblebee or Butterfly?

In Open Space there is just one Law: **The Law of Two Feet**. This states that at any time a person feels a meeting is not contributing to their learning needs they have the responsibility to themselves to get up and move to a more interesting place.

Usually this creates two roles for the persons who are moving: Bumblebees and butterflies. **Bumblebees** fly from group to group, cross-pollinating the discussions, while **butterflies** sit around looking relaxed. Interesting discussions emerge around them as people find them and pause to chat.

#### Further Information (Sources)

[www.openspaceworld.org](http://www.openspaceworld.org)  
[www.artofhosting.org](http://www.artofhosting.org)  
[www.ktchange.com](http://www.ktchange.com)

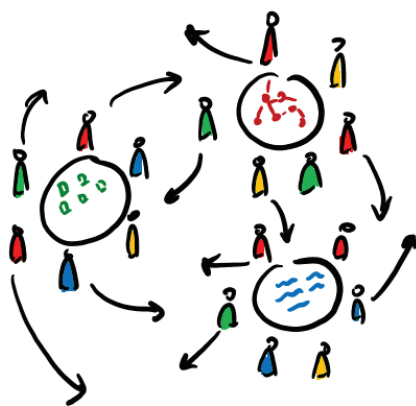


## Methods to facilitate knowledge sharing and mutual learning

# World Café

## What is a World Café?

The idea of the World Café is to get people talking to each other. They should feel invited to discuss issues that are really of importance and interest to them: Lively talks in small circles, just like in a normal street café, but that's not all. It is not just a question about speaking and listening. The participants should be encouraged to write, scribble or paint their ideas on some kind of table cloth. To make the talk even more meaningful, the participants should be invited to change tables several times and the groups get mixed. One or more participants will stay at the table as host to welcome the new contributors and introduce them to the discussion so far. The final round will be a plenary session in which the participants present their results.



Source: Timothée Bourguignon (<https://luis-goncalves.com/the-world-cafe/>)



Source: Timothée Bourguignon (<https://luis-goncalves.com/the-world-cafe/>)

## The Seven Design Principles

To foster collaborative dialogue, active engagement, and constructive possibilities for action use the **seven design principles** of the World Café:

1. Set the Context
2. Create Hospitable Space
3. Explore Questions that Matter
4. Encourage Everyone's Contribution
5. Connect Diverse Perspectives
6. Listen Together for Patterns & Insights
7. Share Collective Discoveries

### Further Information (Sources)

[www.theworldcafe.com](http://www.theworldcafe.com)  
(The World Café Community Foundation)

**Feedbackbogen**

**Workshop**

**„Geflüchtete auf dem Weg in den Arbeitsmarkt?  
Aktuelle Herausforderungen im integrierten Flüchtlingsmanagement“**

**Donnerstag, 24. Mai 2018, 13:00 – 16:00 Uhr**

**Festsaal D101 der Hochschule Harz, Domplatz 16, D-38820 Halberstadt**

1.	Wie zufrieden waren Sie mit dem Workshop?
	Sehr zufrieden <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> sehr unzufrieden
2.	Meine fachlichen Anliegen kamen während des Workshops zur Sprache.
	Trifft zu <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> trifft nicht zu
3.	Zeitpunkt und Länge des Workshops waren passend gewählt.
	Trifft zu <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> trifft nicht zu
4.	Der Teilnehmerkreis war richtig zusammengesetzt.
	Trifft zu <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> trifft nicht zu
5.	Ich habe durch den Workshop etwas für meine tägliche Arbeit gelernt.
	Trifft zu <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> trifft nicht zu
6.	Es waren ausreichend Diskussionsmöglichkeiten vorhanden.
	Trifft zu <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> trifft nicht zu

7.	Welche Ziele wurden aus Ihrer Sicht erreicht?
8.	Welches Thema war für Sie besonders interessant?
9.	Welche Anregungen haben Sie für uns? Was hat Ihnen gefehlt?
10.	Über welche Themen würden Sie auf einem zukünftigen Workshop gerne sprechen?

Vielen Dank! Wir werden Ihre Anregungen und Erfahrungen bei zukünftigen Workshops berücksichtigen!

**Kontakt:**

**Prof. Dr. Birgit Apfelbaum**, Projektleitung IntegriF II | E-Mail: bapfelbaum@hs-harz.de

**Robin Radom**, Projektmitarbeiter | E-Mail: rradom@hs-harz.de

**Feedbackbogen**

**Workshop**

**„Endstation AnKER-Einrichtungen?**

**Aktuelle Herausforderungen für Akteure der Flüchtlingsintegration in Sachsen-Anhalt“**

**Donnerstag, 21. Februar 2019, 13:00–16:00 Uhr**

**Festsaal D101 der Hochschule Harz, Domplatz 16, D-38820 Halberstadt**

1.	Wie zufrieden waren Sie mit dem Workshop?
	Sehr zufrieden <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> sehr unzufrieden
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7.	Welche Ziele wurden aus Ihrer Sicht erreicht?
8.	Wie bewerten Sie die Moderationsmethoden des Workshops?
9.	Welche Anregungen haben Sie für uns? Was hat Ihnen gefehlt?
10.	Über welche Themen würden Sie auf einem zukünftigen Workshop gerne sprechen?

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**Feedbackbogen**

**Workshop**

**„Unternehmen integrieren Flüchtlinge?**

**Aktuelle Herausforderungen der betrieblichen Integration von Geflüchteten  
in Sachsen-Anhalt.“**

**Mittwoch, 22. Mai 2019, 13:00 – 16:00 Uhr**

**Festsaal D101 der Hochschule Harz, Domplatz 16, D-38820 Halberstadt**

1.	Wie zufrieden waren Sie mit dem Workshop?
	Sehr zufrieden <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> sehr unzufrieden
2.	Meine fachlichen Anliegen kamen während des Workshops zur Sprache.
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3.	Zeitpunkt und Länge des Workshops waren passend gewählt.
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7.	Welche Ziele wurden aus Ihrer Sicht erreicht?
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9.	Welche Anregungen haben Sie für uns? Was hat Ihnen gefehlt?
10.	Über welche Themen würden Sie auf einem zukünftigen Workshop gerne sprechen?

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