

”The *To-Do* methodology has put all local stakeholders at the heart of the development work.”

To-Do: A Way of Integrating the Newcomers?

Documentation
of the To-Do
activities of the
Islands Network
2016-17

TO-DO SEMINARS – A DEVELOPMENT PROJECT ON ACTION-ORIENTED EDUCATION

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REPORT ELABORATED BY:

Sissel Kondrup

cand. scient. soc, ph.d.

Maria Marquard

Danish Coordinator NVL,
Århus University, Denmark

Laila Vetterlain

IUP, Århus University

PHOTOS:

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shutterstock.com (p. 24)

LAYOUT:

Marika Elina Kaarlela / Gekkografia



Planners participating in the To-Do Development Project

NVL Islands Network:

BORNHOLM

Hans-Jacob Binzer,
University College UCC Bornholm

Bjørn Haslund-Gjerrild,
Bornholm Regional Municipality

Inge Munch, Educational Association
AOF Bornholm

Maria Marquard, Nordic Network for
Adult Learning, NVL / Århus University, Denmark

GOTLAND

Maud Haag, Competence Centre Gotland

Jenny Lennhammar, Competence Centre Gotland

Svante Sandell, Nordic Network for Adult Learning,
NVL, Swedish National Agency for Education, Sweden

ÅLAND

Cecilia Stenmann
Åland Gymnasium/ Adult Education Unit

Viveca Lindberg,
Nordic Network for Adult Learning, NVL,
Åland, Living AB

Other participants, local "To-Do working groups":

Gotland

Madelene Johansson,
Competence Centre Gotland

Eva Elisdotter, Competence Centre Gotland

Preface

This report presents the result of two years of work in NVL's Islands Network in the Baltic Sea area. The report presents learnings of the networking between Bornholm, Gotland and Åland.

It also analyses the effects of activities carried out for educational organisations and their target groups across all three islands.

The evaluation results reported point to concrete and positive results for newcomers on Bornholm, Gotland and Åland. The Islands Network has focused on developing methods and educational processes that can help address current issues and challenges on the different islands and help adults into work or education.

The "To-Do" methodology (inspired by the "Future Workshop" model) has put all local stakeholders – citizens, government agencies, education organisers, entrepreneurs and newly arrived refugees – at the heart of the development work. The working method is particularly relevant for the work of integration and democratic participation. The completed seminars on Bornholm, Gotland and Åland have led to concrete ideas for dealing with newcomers for the benefit of the local community on the islands as well as for the newcomers.

Newly arrived adults have experienced an opportunity to visualise and better understand the skills they bring, contributing to self-confidence and helping them discover new opportunities for learning or work. The work process involving both newcomers and local organizations and companies has also contributed to better knowledge about newcomers among local people.

NVL has had close contact with educational organisers and government agencies for education and integration on all three islands. The most involved organisations claim to have benefited from networking. They have created new cooperative relationships or developed new services in education or entrepreneurship. It can be noted that "To-Do" courses have the potential to increase local involvement and involve more participation in learning.

The report can be used as methodological guidance and inspiration for the implementation of local, concrete and participatory educational activities. The results described in the report can be further developed through new "To-Do" courses and follow-up of already completed activities. The evaluation recommends focusing on implementation and follow-up of the joint decisions taken during the courses.

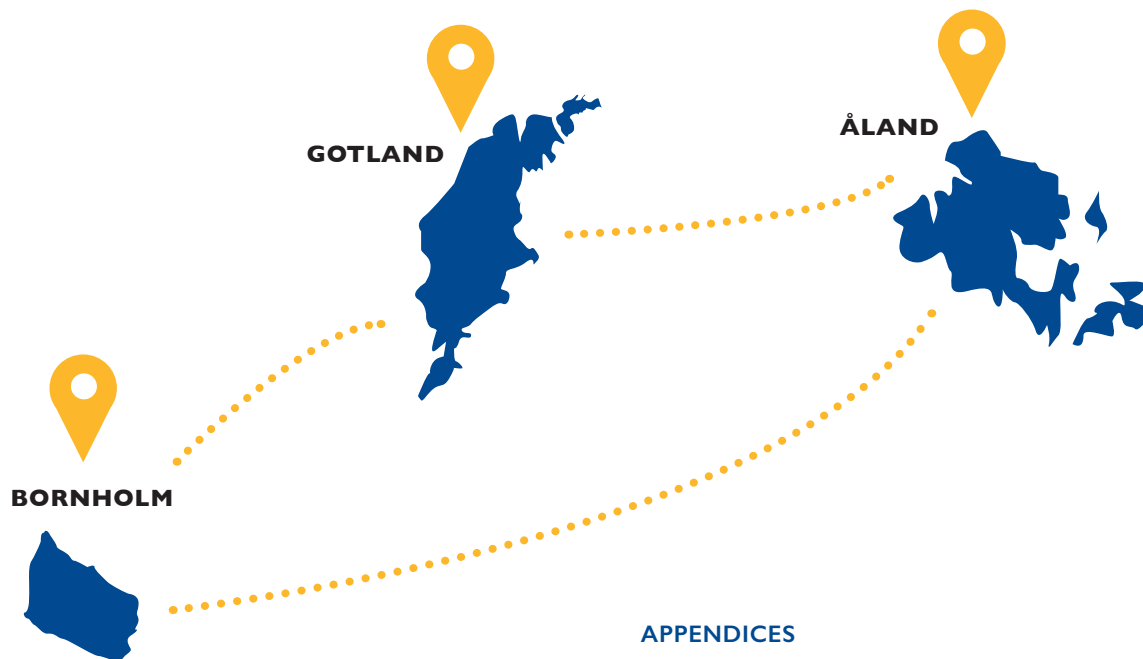
The report presents an evolving change process and is aimed at leaders and educators in adult learning. NVL wishes to thank the Islands Network, all participating organisations and the evaluators of the "To-Do" methodology.

Happy reading!

Antra Carlsen, NVL Head Coordinator

Contents

CHAPTER 1. INTRODUCTION AND BACKGROUND	6	CHAPTER 5. BORNHOLM	24
The Concrete Work		Organization and Implementation of To-Do Bornholm	24
– Two Development Projects	7	Idea Generation: Barriers, Visions and Action Proposals	30
To-Do Seminars	9	Results – Outcome To-Do Bornholm	34
Purpose	9	New Ideas Among the Participants	34
Background	9	New Contacts and Networks Established at To-Do	34
Implementation of To-Do Seminars	10	Activities as a Result of To-Do	36
Specific Planning and Organization	10	Recapitulation: Outcome Bornholm	37
CHAPTER 2. CONCLUSION AND RECOMMENDATIONS	12	CHAPTER 6. GOTLAND	38
Forward-looking Nordic Perspectives	15	Organization and Implementation of To-Do Gotland	38
CHAPTER 3. TO-DO'S CONCEPTUAL BASIS AND CHANGE THEORY	16	Idea Generation: Barriers, Visions and Actions	46
CHAPTER 4. TO-DO REPORTING – PURPOSE AND METHOD	18	Results – Outcome To-Do Gotland	48
Purpose of the Reporting	19	New Ideas Among the Participants	48
Method	19	New Contacts and Networks Established at To-Do	50
The Data	20	Activities as a Result of To-Do	50
Structure of the Analysis	23	Recapitulation: Outcome Gotland	53
		CHAPTER 7. ÅLAND	54
		Organization and Implementation of To-Do Åland	54
		Idea Generation: Barriers, Visions and Actions	61
		Results – Outcome To-Do Åland	63
		New Ideas Among the Participants	63
		New Contacts and Networks Established at To-Do	63
		Activities as a Result of To-Do	63
		Recapitulation: Outcome Åland	65



CHAPTER 8. ANALYSIS ACROSS THE SEMINARS **66**

Does To-Do Meet the Intention and Does To-Do Have the Desired Effect?	67
New Ideas?	67
New Contacts?	68
New Activities?	68
Recapitulation: Does To-Do Have the Desired Effect?	69
What is Significant for To-Do to Give Rise to New Ideas, Networks and Activities?	69
Theme	70
Participant Composition	71
Seminar Organization and Implementation	72
Implementation and Anchoring	75

APPENDICES

Appendix 1: Interview Guide for Telephone Interview	76
Appendix 2: Interview Guide for Coordinator Interview	77
Appendix 3: Output To-Do Seminar Bornholm 1	78
Appendix 4: Output To-Do Seminar Bornholm 2	80
Appendix 5: Output To-Do Seminar Gotland: Barriers	83
Appendix 6: Output To-Do Seminar Gotland:Visions	84
Appendix 7: Output To-Do Seminar Gotland:Activities	86
Appendix 8: Output To-Do Seminar Åland: Barriers	88
Appendix 9: Output To-Do Seminar Åland:Visions and Dreams	89
Appendix 10: Output To-Do Seminar Åland: Implementation	90



Chapter 1. Introduction and Background

**The Nordic Council of Ministers, NMR,
has a vision of the Nordic region as
a strong knowledge region with well
functioning, unlimited educational,
research and innovation environments.**

Development of education, improved competence development and active participation in society are prioritized areas of action. NMR operates via various Nordic programs and institutions.

The Nordic Network for Adult Learning, NVL, is a program under the Nordic Council of Ministers, whose task is to promote life-long learning with a focus on adult learning.

NVL's work is based on the Nordic Council of Ministers' strategic plan "Quality and relevance in education and research" from 2015.

NVL works through transnational and cross-sectoral networks and currently has ten active networks, all of which work with specific themes related to the Council of Ministers' priorities.¹ One of the themes is innovation and entrepreneurship.

In 2013, NVL initiated the Network for "Innovation, Entrepreneurship and Entrepreneurial Learning". This network was tasked with mapping and further developing educational models that could promote innovative and entrepreneurial skills for the benefit of individuals, workplaces and communities. When establishing the network, it was emphasised that the participants should have practical experience working with adult learning in an innovative and entrepreneurial way. All participants were recruited from innovative learning environments with all Nordic countries and several sectors and organisations being represented.

The work done by the network "Innovation, entrepreneurship, and entrepreneurial learning" builds on a previous NVL network's efforts, focusing on innovation, described in the report "Innovative Learning Processes in Practice"².

In this report, we describe the results of a development project that originates from the work in NVL's Network for Innovation, Entrepreneurship, and Entrepreneurial Learning. The development project is geographically restricted to an area in the Baltic Sea.

THE CONCRETE WORK – TWO DEVELOPMENT PROJECTS

In 2013–2014, network participants conducted study visits to each other's organisations. To ensure comparable data and information, the invited researchers prepared an interview guide for the study visits. Based on the answers and subsequent analysis of the particularly innovative and entrepreneurial Nordic learning environments, the network held a seminar – "Discussion Forum" in 2014. At the seminar, the results of the analysis were discussed with a forward-thinking perspective. Based on the discussions, the network and NVL decided to carry out two development projects: "Transformative Learning Circles" and "To-Do Seminars". The development projects were planned and carried out by NVL's network "Innovation, Entrepreneurship, Entrepreneurial Learning" and NVL's Islands Network.

¹ See NVL's current network <http://nvl.org/Natverk/Alle-natverk>

² http://old.nordvux.net/download/5738/vuxped_rapport_upd.pdf

In both development projects, well-known democratic and Nordic pedagogical forms of work were refreshed in a contemporary context. The form of work in both development projects was characterized by cross-sectoral cooperation, high participant responsibility and involvement, and the content was based on current "real" challenges from the participants' working and community life. Participant diversity was regarded as a special driving force that, within facilitated and co-creating learning processes, could promote new ideas, thoughts and actions. In both projects, there was a strong focus on strengthening the link between learning and concrete behavioural changes in people's own lives, in their own workplace and in local communities.

In the first development project, "Transformative Learning Circles", the work form was inspired by Swedish experiences with study circles and research circles. The development project was conducted by NVL's network for "Innovation, Entrepreneurship and Entrepreneurial Learning" and NVL's Islands network. The purpose of the transformative learning circles was to develop and test a practice-oriented learning model that could promote continuous entrepreneurship and innovative development of competencies and own practices.

In the second development project, "To-Do Seminars", the work form was inspired by the German "Future Workshop", originally deve-

loped by Robert Jungk and Norbert R. Müllert³. The development project was implemented by NVL's Islands network. The purpose of the "To-Do Seminars" was to test this method as a tool for strengthening and developing local cooperation on the integration of newcomers in three island areas in the Baltic Sea. The reason was, among others, that in 2015, a relatively large number of refugees came to the Nordic region, and several of them were placed in

"remote areas", within Sweden and Denmark. For the islands involved, this was considered a chance to get new citizens who could help address demographic and welfare challenges.

The working method of both projects is inspired by democratic, critical pedagogical thinking with emphasis on emancipation, insight and coping. In the working method, focus is on transfer between theory and practice.

The development projects are evaluated as two separate projects and provide different perspectives on whether and how participatory, action-oriented and democratic adult education practices can promote entrepreneurial learning, competence development and new actions.

This report describes experiences and evaluation results from the Nordic development project on learning through action-oriented and participatory "To-Do" seminars on three island areas in the Baltic Sea.



The purpose of the "To-Do Seminars" was to test this method as a tool for strengthening and developing local cooperation on the integration of newcomers in three island areas in the Baltic Sea.

3 Jungk, R., Müllert, N. (1998) Håndbog i Fremtidsværksteder, 2. oplag, Politisk Revy.

TO-DO SEMINARS

Purpose

The development project has been initiated and implemented by NVL's Nordic Islands network with participants from Åland, Gotland and Bornholm. In all three island areas, a local "island working group" was established in relation to the Nordic network. The Nordic Islands Network and local working groups were originally established in 2013 to develop and maintain welfare in the three island areas, which are characterized in several ways as remote areas.

The purpose of To-Do Seminars was to bring together different stakeholders who are all concerned about and can contribute to local integration efforts. Participants must jointly identify what barriers exist to integrate the newcomers in the community and what visions they have for the ideal integration efforts. Based on the visions, participants work on developing and formulating activities and initiatives that can be initiated and implemented by one or more of the participating stakeholders in order to ensure good integration into the community.

Background

Bornholm and Gotland received, particularly in 2015 and in the beginning of 2016, a relatively large number of refugees in relation to the population of the islands. On both islands there was a strong interest in including the newcomers in the local working and community life, and keeping them as active citizens on the island. There was a wish to create the best possible conditions for newly arrived refugees to become new citizens on the islands. Therefore, it was interesting to initiate constructive meetings between newly arrived refugees and "old" islanders in order to cooperatively develop ideas for promoting local integration.

On Åland, however, very few refugees were received. On the other hand, Åland has had quite a large labour migration for many years and in recent years also 'love-migration'. There was consequently also an interest in creating constructive meetings between newly arrived migrants and old residents.

At the end of 2014, NVL's network for "Innovation, Entrepreneurship and Entrepreneurial Learning" received an invitation from Anssi Tuulenmäki, Chief Innovation Activist at Aalto University, to develop concrete action-oriented activities, "To-Do" courses. As he said,



There are no more articles and writings needed, but concrete actions to promote entrepreneurship, entrepreneurial thinking and innovation... You have to do "To-Do courses"⁴.

4 Aalto University, December 2014.



THE TARGET GROUP

The target group at all seminars was heterogeneous and cross-sectoral. The intention was to create opportunities for participants from very different areas to mutually gain new perspectives and perhaps develop locally more coherent solutions.

The local group invited relevant, targeted stakeholders who, in different ways were involved with the challenge. At all seminars, local officials from municipalities and authorities, professional organizations, private companies, NGOs and educational institutions participated.

On all islands, great emphasis was placed on involving and recruiting those with whom the challenge was concerned; newly arrived refugees, migrants and labour migrants. The desire was to develop sustainable solutions, precisely by speaking "with" and not "about" those who would be integrated.

In collaboration with local authorities, educational institutions and companies, NVL has conducted a total of seven To-Do Seminars and follow-up seminars in the period 2015–2017 with approximately 400 participants.

Specifically, he suggested choosing a local area such as Bornholm and targeting a To-Do course towards developing new solutions to current local challenges.

On this basis, NVL allocated funds to a development project, and the local islands network group on Bornholm conducted a first "To-Do" seminar "with participation from Åland and Gotland.

The Nordic Islands network subsequently decided to test and evaluate "To-Do" seminars in all three island areas in the period 2016 to spring 2017.

NVL, with the support of a researcher, developed an evaluation design to assess the outcome and effect of "To-Do" seminars.

Implementation of To-Do Seminars

The overall theme of all seminars was integration and inclusion in work and community life. Bornholm, Gotland and Åland conducted each of their seminars with representatives from other island areas. Overall, there were common features in organization, planning and implementation while emphasizing that theme and form were adapted to local conditions.

The national NVL coordinators in Sweden, Denmark and on Åland were involved in the local activities.

Specific Planning and Organization

The local island network participants established a local working group. This local working group was then responsible for identifying the current challenges and working methods and for planning a To-Do Seminar.

INSPIRATION FROM THE FUTURE WORKSHOP

On all three islands, a pedagogical working method inspired by the "Future Workshop Model"⁵ was chosen. In a shortened version, a critique phase, a visionary and dream phase and an implementation phase were carried out.

In the critique phase, participants point out the challenges and barriers that prevent good integration. The idea behind the critique phase is that the things that annoy and limit us are often at the forefront of our awareness. Therefore, we need to highlight these issues and process them before we can think further than the limitations of everyday life, to be able to think and act in a new way. Another point is, through social learning, which is achieved when we share our experiences, we learn to acknowledge what the individual and structural problems are. This enables us to address the problem and change the world for the better.

In the visionary and dream phase, participants establish their ideas about the ideal world without being limited by what can or cannot be done now and here. The idea behind this phase is that in everyday life we are so preoccupied with what can be achieved now and here that we lose focus on our true dreams. Only by actively framing a phase of cultivating and unfolding dreams and visions, we can break the everyday thinking, and think and act in a radically new way.

In the implementation phase, you first analyse your visions – what is actually the core and what would you like to achieve? Then, you work with how to move closer to the core of the dream within the existing possibilities. The idea in this phase is that the participants can jointly formulate concrete action perspectives that can change the situation or everyday life in the right direction.

5 Developed by Austrian futurologist Robert Jungk and Norbert Müllert, and used in the 1960s to involve wide populations in political grassroots work. Jungk / Müllert perceived the future workshop as a tool for creating alternatives to expert-led societal changes. The working method is often used today to promote democratic influence and direct democracy. Source: <http://bit.ly/2x6LUmy>

Chapter 2. Conclusion and Recommendations

The experience from the completed To-Do Seminars on Bornholm, Gotland and Åland is that the method can be productive in developing new ideas, creating new networks and initiating new activities.

However, if the method is to be productive, it is crucial to pay attention to the following.

1. The theme must be relevant

The To-Do working method is relatively time consuming. It requires that participants prioritize time for participation in the actual seminars and to perform the agreed activities, including participation in subsequent follow-up seminars.

To-Do is not a quick fix method that can be used for anything. For To-Do Seminars to result in action, it requires that it be organized around a theme that is current, relevant and urgent enough for participants to be willing to invest the necessary time and resources.

2. Coordinators must have a thorough knowledge of the local community's challenges

In addition to the above, it is essential that the person(s) initiating a To-Do Seminar have an in-depth knowledge of the local community and that there is a real local need to work with the theme in the specific context.

3. Seminars must be cross-sectoral meeting places and involve the ones it's about

It is important to put together the participant group so that the relevant stakeholders are involved and especially the target group.

4. Recruitment efforts require prioritization and local knowledge and credibility

Recruiting for seminars is a demanding effort. It is

necessary to prioritize. It requires local knowledge of whom the key stakeholders are and how to get them interested in the project. The latter typically requires direct inquiries and perseverance. Therefore, it is important to have local support from coordinators that have local knowledge and credibility.

Recruiting participants for a committed cooperation is not easy. Therefore, it is also important that the team members 'dare to be courageous' and are confident that there is a potential in the group that has emerged, which can be expanded and attract more people, and that 'those who are missing' are invited on a regular basis.

5. Be aware of the participants' different prerequisites, e.g. language

When you want a very complex participant group, it is important to consider their different participatory prerequisites.

When organising To-Do Seminars for participants without a common language, it is important to consider how to manage interpretation. It is also important to think about and organise how to put the groups that are going to collaborate on idea generation together at the seminar, in a way that addresses language challenges.

6. Clear expectations and roles at the seminar

It is important that the expectations of the participants and their role at the seminar are clear and aligned. The To-Do form of work is relatively demanding in regards to participants opening up, engaging and committing themselves. It

can create confusion and resistance from participants if they do not know the method and if they think they have signed up for a traditional theme day or conference.

7. Flexible physical surroundings and possibility of joint visualization

It must be possible to move around in the room and to switch between different working methods and group sizes.

It is important to choose tools that support everyone's ability to express themselves and that all participants can get an overview of the ideas that are being generated.

8. Good facilitation

To-Do requires that the participants are both managed and given free rein. Therefore, those who facilitate the day must be well prepared and clear in terms of how participants should work in the individual phases, especially in the recapitulations.

9. To-Do can be supplemented with inspirational presentations

Short presentations can be productive for framing the theme and for providing participants with common concepts and new input, but the program must be compiled so that inspirational presentations support and not limit To-Do.

10. Working with ideas and perspectives for action creates enthusiasm

Prioritise enough time to work with the phases.

To-Do provides space for formulating concrete opportunities for action, in a way that

people rarely have time for in a busy daily life – even when you are at conferences or seminars.

11. The time frame may affect the change potential

In its short version, To-Do can be an excellent way of addressing common challenges and creating meeting places between different stakeholders with different perspectives. But the compressed time reduces the emancipatory potential of the future workshop to address structural issues. Therefore, be aware and honest about the objective when deciding how much time to spend on To-Do.

12. Prioritize follow-up

It is important that you consider and decide if and how to follow up on the concrete activities formulated at the seminar.

Interdisciplinary cooperation does not necessarily continue by itself. It must be supported. The same applies to the concrete activities that are formulated at the seminar.

13. Clear tasks and roles in future work

It is important to have clear expectations and roles in relation to the tasks that go beyond the seminar itself.

- Write down who is responsible for what in the concrete activities that have been formulated in the seminar.
- If you want to maintain cross-sectoral meeting places, it must also be agreed who is responsible for forward-looking coordination and facilitation of cross-sectoral cooperation.

FORWARD-LOOKING NORDIC PERSPECTIVES

The To-Do project was a relatively limited development project both in terms of time and scope of activities. Despite this, the evaluation points to the fact that many concrete results have emerged in the form of new contacts, new ideas and new concrete initiatives. It also shows that a large proportion of the participants have found this working method to be productive and constructive and that they would potentially like to participate in a future seminar.

Based on the positive response and the actual results, NVL, in cooperation with the coordinators, decided to continue working on testing, developing and qualifying this participatory and action-oriented working method. The goal is to promote sustainable solutions to current challenges in local areas and, at the same time, through increased insight and creation of networks, to strengthen participants' action competencies.

In further work, evaluation methods that consider the participants' different backgrounds will be developed. For example, some of the participants did not answer the questionnaire. Some because they did not have enough Danish / Swedish linguistic skills, some found it unusual and uncomfortable to express critical comments, some forgot to answer the questionnaire, and some may have chosen not to answer because they were dissatisfied with

the seminar and did not want to "waste more time on it".

In addition to the actual results, several coordinators and local island group members have said that many newcomers, after the seminar, have expressed gratitude and delight to be invited as equal players in solving common challenges. They felt they were worth more. We see this as an indicator that

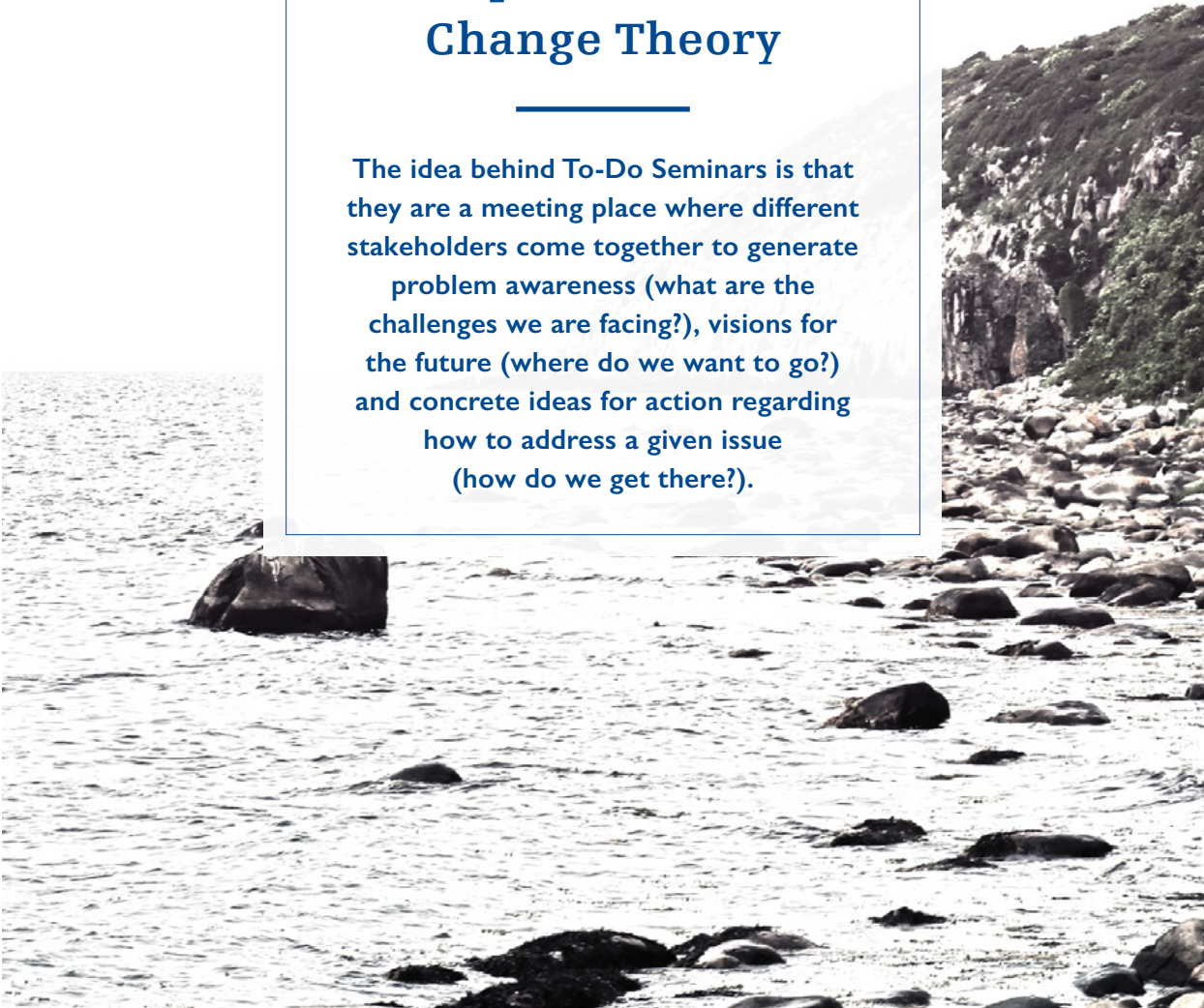
the working method of formulating challenges as common challenges, giving responsibility and expecting participants to take it can give empowerment and strength to act in other contexts. This is another incentive to continue the work.



NVL and the coordinators have planned to spread this working method in remote Nordic areas, starting in Sweden in the autumn of 2017.

The development project shows that the To-Do Seminar has the potential to create new ideas, networks and actions that can address common local challenges. It is therefore obvious to continue this method in other projects that are focusing on complex issues requiring interdisciplinary cooperation and active involvement of different population groups. This could consider; how to strengthen the local community; how to encourage development in remote areas exposed to depopulation; how to integrate ethnic women; how to strengthen the ability to cope amongst young dropouts, etc.

NVL and the coordinators have planned to spread this working method in remote Nordic areas, starting in Sweden in the autumn of 2017.



Chapter 3. To-Do's Conceptual Basis and Change Theory

The idea behind To-Do Seminars is that they are a meeting place where different stakeholders come together to generate problem awareness (what are the challenges we are facing?), visions for the future (where do we want to go?) and concrete ideas for action regarding how to address a given issue (how do we get there?).

*To-Do's criteria for success is that it leads to:
New ideas New network Concrete actions*

Bringing together stakeholders with different interests, needs, knowledge, resources and experience means that we can define the problems that affect everyone and decide together what is relevant to collaborate on.

In addition, they must jointly develop visions for and action proposals on how the problem can be addressed. This is based on the notion that the meeting between different stakeholders leads to better and more robust solution proposals and joint ownership.

BETTER SOLUTIONS

The involvement of a variety of stakeholders will make the understanding of the problem become more nuanced or 'holistic' than if only one type of stakeholder had been involved. Understanding a complex problem is a condition for being able to solve complex challenges. At the same time, in the method's focus on identifying and developing common visions and fantasies underlies the idea that the sharing of dreams and hope can provide energy and create projects that reach beyond everyday thinking.

MORE ROBUST SOLUTIONS

There will always be several different and perhaps contradictory legitimate expectations to how complex issues are solved. By creating meeting places on To-Do Seminars, the intention is to create awareness and acceptance of different interests, which can be explicitly addressed when finding common solutions or opportunities. Furthermore, the intention is that the visions and solutions that are formulated cause recognition and acknowledgement among the relevant stakeholders. This increases the likelihood of success when the ideas are to be implemented.

COMMON OWNERSHIP

Finally, the intention of To-Do is to strengthen cooperation on the solution of complex problems. By initiating a meeting place, To-Do allows for new relationships to be established, common interests to be identified and joint binding agreements to be entered into. To-Do, therefore, supports the projects that are being launched to draw on a multitude of resources. Finally, To-Do builds on the notion that engagement is infectious, and that reciprocity commits so that projects with a broad ownership are more likely to be implemented.

The change theory behind To-Do can be illustrated as follows:

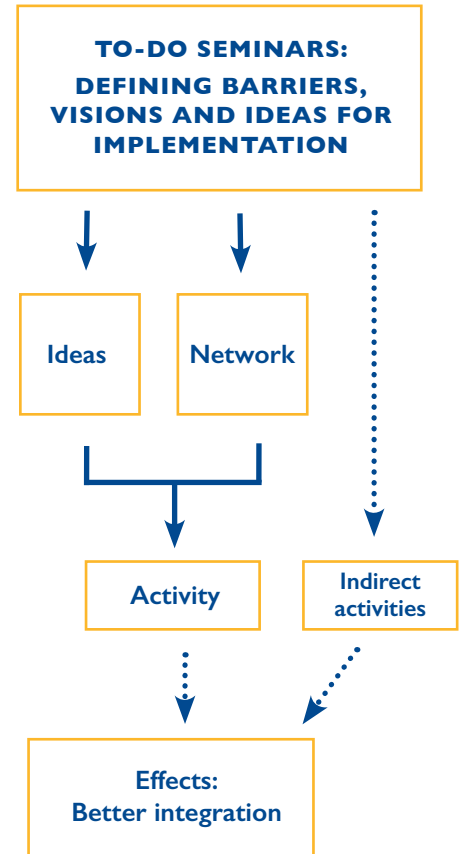
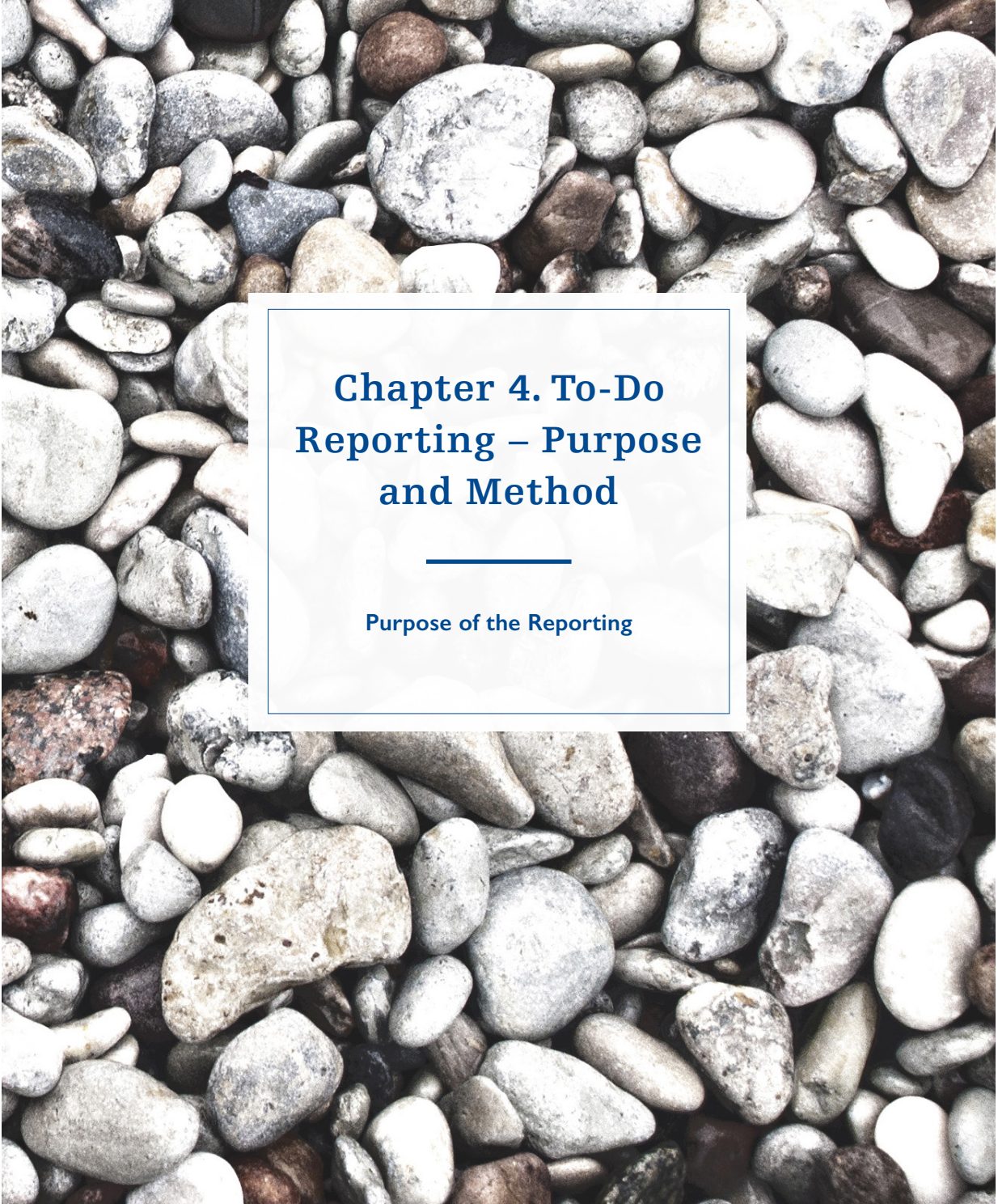


Figure 1 Change theory behind To-Do



Chapter 4. To-Do Reporting – Purpose and Method

Purpose of the Reporting

The reporting of the To-Do Seminars has a double aim:

Dokumentation: What was the outcome of the seminars. Including, if they gave rise to new ideas, contacts and activities, and thus meet the goals of To-Do's theory of change.

Inspiration: The report should also be used to inspire others who wish to initiate local projects that support the integration of newcomers. Specifically, the report should inspire:

→ *How others* can use To-Do Seminars as a way to generate ideas, contacts and activities.

→ *Concrete ideas* and activities originating from the completed seminars.

METHOD

The documentation section of the reporting is not based on traditional goal evaluation. Instead it builds on a combination of qualitative goal evaluation and impact evaluation, which helps to outline how and to what extent To-Do Seminars have led to more newcomers being integrated into the community.

The qualitative goal evaluation focuses on the results generated by the completed To-Do Seminars. Both the results generated at the individual seminars in the form of identified barriers, visions and concrete ideas for action (*Output*), and the results the participants say they take along in the form of new ideas, contacts and activities (*Outcome*).

The report is thus based on identifying:

Output: What ideas, visions and action proposals were formulated at the various seminars?

Outcome: What new ideas, contacts and activities did the seminars result in?

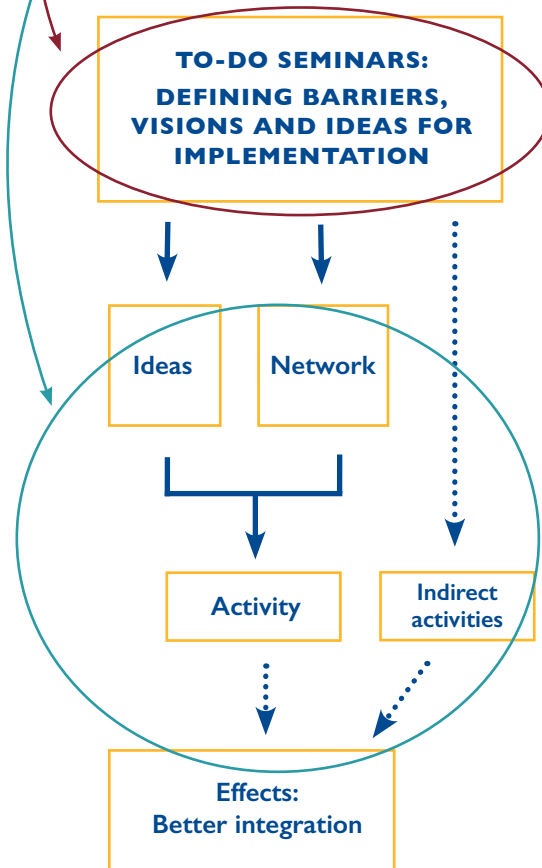


Figure 2 Output and Outcome

The impact evaluation focuses on what is important for if the To-Do Seminars to meet the intention to generate new ideas, networks and activities in the local community. This part of the report is based on identifying if and why the participants perceive the method as productive, what they consider good and bad from the completed seminars, the reports of the coordinators and a cross-sectional analysis of the three seminars.

THE DATA

Various methods have been used in the data collection to address the different aspects of the To-Do Seminars and their desired results. The relation between the material / data used and To-Do is shown in figure 3.

Material from the completed seminars (the red circle). This material provides knowledge about how the seminars were organized and identifies 'Output': the challenges, visions and concrete ideas for action that were formulated during the seminars. The data consists of invitations describing the intention, target group, program, participant lists and minutes from the various workshop sessions via analogue and digital boards.

Questionnaire survey among participants (the blue circle). This material provides knowledge about the participants' experience of the seminars and the 'Outcome': have the seminars resulted in new ideas, contacts and activities? The data consists of results from a questionnaire that all participants received after the seminars.

Follow-up interviews with participants indicating that they have planned, initiated or completed activities (the orange circle). This material clarifies knowledge about the Outcome of the seminars. In the questionnaire, participants who indicated that they are in the process of or have completed an activity based on To-Do were asked if we could call them to learn more about the project. Eight follow-up telephone interviews have been conducted in the first quarter of 2017. In the interviews, the participants were asked about the nature, purpose, participants and result evaluation of the project. In addition, the informants were asked to send written project descriptions if they had any.

Questionnaire and follow-up meetings with coordinator (the green circle). This material partly provides knowledge about the organisation of the seminars and partly about the 'Outcome' of the seminars. The coordinators are asked about their knowledge of activities that originate from or are inspired by To-Do. They are also asked about initiatives inspired by To-Do. This is because several coordinators have expressed that a local focus on new challenges and opportunities in the integration efforts has arisen, and that initiatives subsequently have been initiated that are not directly originating from the activities that were formulated at the To-Do Seminars, but which were initiated on the basis of ideas and acknowledgments that have arisen in connection with To-Do.

The correlation between data and change theory can be seen in Figure 3 The connection between To-Do and data.

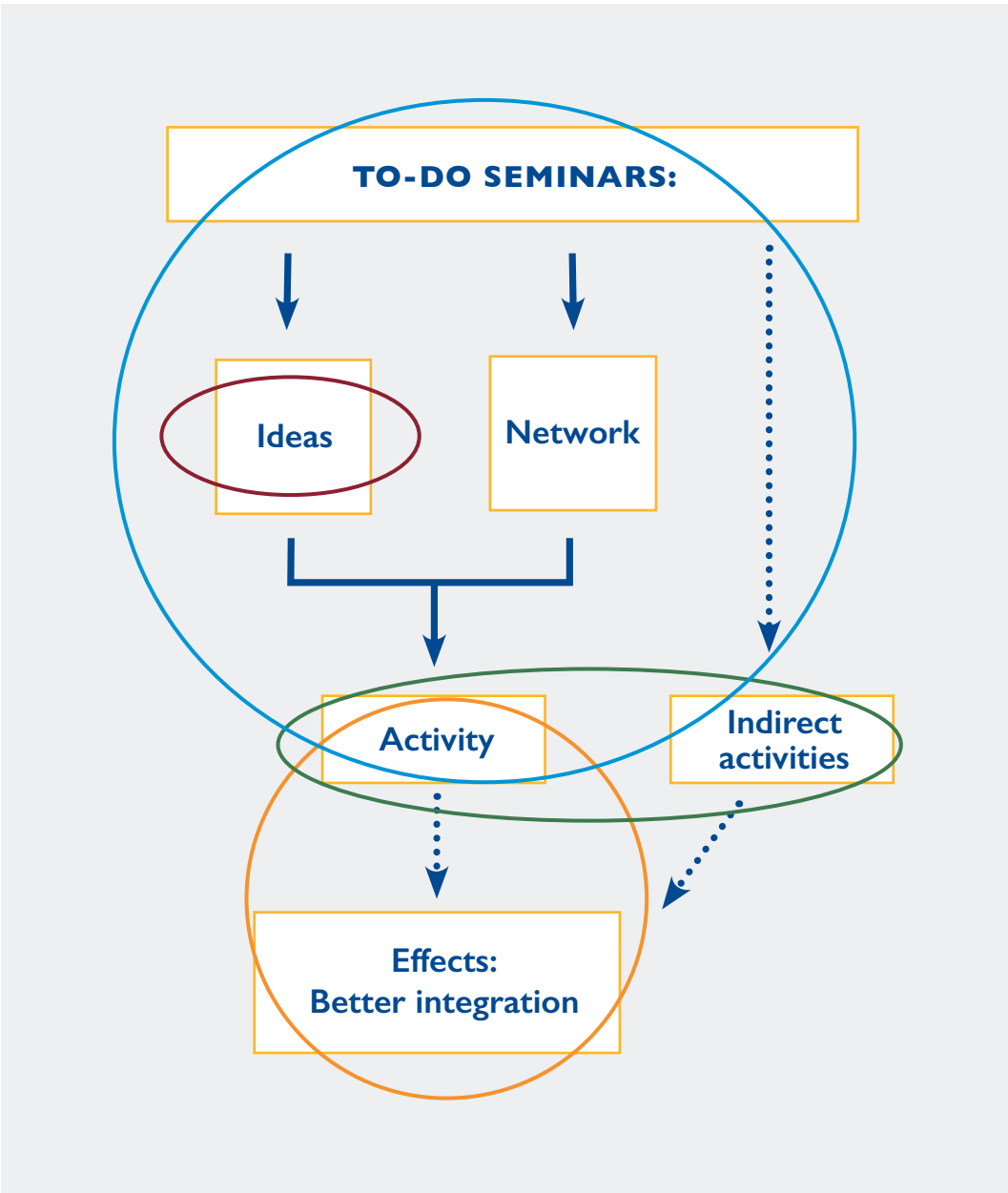


FIGURE 3 The connection between To-Do and data

Completion of questionnaire survey among participants.

The percentage of answers from the first seminars held on Bornholm was relatively low. There was a tendency that it was only "the old bornholmers" who answered the survey. Therefore, on Gotland and Åland they chose to collect the answers immediately after the seminars had finished and that the coordinator could collect responses from newcomers through oral face-to-face interviews. This means that the re-

sponse pattern from the three islands is somewhat different. It also means that we cannot automatically assume that the responses are representative of the population. We therefore interpret the answers as expressions of tendencies, but not as representative expression of the participants' outcome. Therefore, we will also not use the answers to make direct comparisons between the three To-Do processes.

TABLE 1: Participants and questionnaire replies

	Bornholm	Gotland	Åland
Number of participants	168 ⁶	100 ⁷	50 ⁸
Answers in the survey	13	25	30
Response rate %	7,7 %	25 %	60 %

6 Distributed over 2x2 seminar days.

7 Distributed over 1 day of seminar and 1 day of follow-up.

8 Distributed over 1 day of seminar and 1 day of follow-up.

STRUCTURE OF THE ANALYSIS

The reporting is based on three parallel analyses of the processes on Bornholm, Gotland and Åland and a cross-sectional analysis.

The analysis of the individual processes is based on three key points:

1. Local organization of To-Do. How is it supported locally, what has been the local purpose, how was the process carried out, who was the target group and what are the experiences regarding the specific organization?

This is based partly on the material from the seminars, on interviews with coordinator and on a few questions from the participant survey.

2. Output from the seminars / the knowledge generated at the actual seminars.

What are the challenges you encounter locally? What are the visions of the participants and what options are formulated?

This is based on observations and minutes from the completed To-Do Seminars.

3. Outcome from To-Do: what participants have gained from participating and which activities have resulted from the To-Do Seminar.

This is based on the questionnaire survey with the participants of the seminar, on interviews with the coordinators, and on follow-up telephone interviews with participants indicating that they have initiated new activities and would like to be contacted accordingly.

Individual analyses of each process were chosen to be able to isolate, and see the differences between, the different processes and the differences between the issues, visions and action perspectives formulated on the Islands. The case chapters can thus be read and used independently of each other, e.g. in relation to local communication of the results.

The cross-sectional analysis is based on the following focus points:

- *Does To-Do have the desired effect?* (Has To-Do resulted in new ideas, networks and activities?)
- *What is important for To-Do to result in new ideas, networks and activities?* What has supported and challenged respectively that To-Do could lead to the intended Outcome?

The cross-sectional analysis leads to a series of recommendations for others who wish to use To-Do as a method of local change.



Chapter 5. Bornholm

Organization and Implementation
of To-Do Bornholm



THE TARGET GROUP

The target group consisted of:

- Local volunteer associations
- Companies
- Professional organizations
- The educational field
- Newcomers
- Local integration workers

The decision to carry out the second seminar "New Bornholmers – a common task and opportunity for Bornholm" was one of the results from seminar 1.

The content of the individual days is shown in Table 2: Bornholm To-Do Seminar 1 and Table 3: Bornholm To-Do Seminar 2.

The Target Group

At the 1st seminar, primarily representatives from the local business community, authorities and educational institutions participated, while the civil sector (e.g. local associations) was absent. The participants felt this as a loss and they therefore decided to carry out another To-Do Seminar focusing on activating volunteer organizations that were explicitly invited.

In the evaluation, the coordinator emphasizes that it was an advantage that: *"the participants were widely composed"* and that *"especially the newcomers could join"*. The participants also highlight the strength of the participation of the newcomers.

According to the coordinator, recruitment of participants for the seminars was done via personal invitations, via own networks and based on local knowledge of who would be relevant stakeholders.

Local Anchoring of To-Do:

Bornholm's To-Do Seminar was organized in collaboration with the Regional Municipality of Bornholm, AOF Centre Bornholm, UCC Bornholm and Nordic Network for Adult Learning.

The Intention with To-Do Bornholm

The overall question that frames To-Do Bornholm is: How can refugees / immigrants become an asset to Bornholm?

The first seminar was titled "To-Do Seminar new Bornholmers - an asset for Bornholm", while the second seminar was called "New bornholmers – a common task and opportunity for Bornholm".

Organization and Content of To-Do Bornholm

On Bornholm, it was chosen to carry out two To-Do seminars, each of which took place over two days. They were held between October 2015 and February 2016. The first day of each seminar focused on the critique and visionary phases, while the other focused on the implementation phase.

The reason for completing the process over two days was a desire to have time to immerse in the individual phases. As expressed by a coordinator:

"It is a very action-oriented working method, where the work with the prioritized themes leads to very concrete directions on what we want, what do we do and when do we do it. We wanted enough time for that process, so we chose to do it over two afternoons / nights." (Coordinator, Bornholm).

TABLE 2 BORNHOLM TO-DO SEMINAR I
”To-Do Seminar new Bornholmers – an asset for Bornholm”

The first seminar was carried out on October 23rd and November 6th, 2015. Both days between 9.00 and 14.00.

SEMINAR I DAY I

The seminar was initiated with a joint inspiring and challenging presentation of the theme of the day. Then, a to-do workshop was done based on the first two phases of the future workshop. The goal was to formulate 2 or 3 concrete challenges or ideas that would be further developed at the second seminar.

The questions that framed the first seminar were:

- How can refugees / immigrants become an asset to Bornholm?
- How can we, as "old Bornholmers", accept the "new Bornholmers" and see them as a benefit for our island and not as a threat?
- How can we together help the newcomers meet the Bornholm culture, corporate culture and the association activities of Bornholm?

In the first phase, participants identified the challenges they experienced. Subsequently, the challenges were thematised. In the second phase, the participants formulated their visions for each of the 5 themes.

SEMINAR I DAY 2

The purpose of the second day was to translate the visions that were formulated on the first day into concrete actions. The day was initiated with a presentation focusing on innovation and action. Subsequently, a workshop was held, based on the Future Workshop's third phase "implementation". The initial questions were:

”What do we want to do now?”

In the workshop, the participants had to, as concretely as possible, fill out a form that was handed out with the following questions:

- What do we really want to do? Based on previously formulated barriers and visions.
- What do we have to do to implement it?
- When do we start?
- Who takes responsibility for the project?

TABLE 3 BORNHOLM TO-DO SEMINAR 2

”New Bornholmers – a common task and opportunity for Bornholm”

The second seminar was conducted on the 8th and 29th February 2016, both days as after-work meetings.

SEMINAR 2 DAY 1

The seminar was initiated with a presentation on the *importance of mobilizing the associations* on Bornholm, information from Gotland's To-Do project *Hello Gotland* and a presentation on *refugees and voluntary work – new ways of thinking and working*. Subsequently, workshops were held with a primary focus on barriers and visions.

In the first phase, the participants formulated a number of barriers, which were subsequently categorized into five main themes.

Then, the participants formulated their visions for each of the five themes.

SEMINAR 2 DAY 2

On day 2, focus was placed on how to work together to implement the formulated visions. What would you like to implement and how? The day was initiated with a presentation.

The workshop was organized in working groups according to themes that focused on elaborating and implementing the ideas from the previous day.

The work was based on the following questions:

- What are we going to implement?
- How will we do it?
- When will we do it?
- Who is responsible?

Reflections about the Organization and Implementation of To-Do Bornholm

The coordinator and the participants were asked to reflect on the advantages and disadvantages. What was 'good' and what was 'less good' at the seminars? The participants' answers are shown in the table below.

TABLE 4 Advantages and disadvantages seen from a participant perspective

WHAT WAS GOOD?

- That so many different people meet and discuss such an important topic
- The direct dialogue and action perspective
- Good discussions – and good ideas
- To talk together about integration / reception of refugees
- Lovely to see so many different people represented incl. newcomers
- That we speak WITH the newcomers and not ABOUT them
- To get clarification in the question of how integration on the short run can be stimulated
- Good that stakeholders and refugees sit together
- Many new ideas
- That newcomers, companies, professional organizations and authority were gathered under the same roof
- Combination of participants. As there were both refugees and organizations who met and exchanged experiences and wishes
- Short distance from idea to action
- Meeting between stakeholders, that ideas actually came out of it

WHAT WAS LESS GOOD?

- Uncertainty about follow-up
- That afterwards nothing at all happens
- At the first meeting it was difficult to find out what it was about. Very cold room.
- I would rather have a full day, not half a day
- Too much talk was made about solutions far beyond the future and required IT and language skills
- At the first meeting, I was really confused about what it was about
- There should have been more refugees
- Not everyone participated in all To-Dos
- The decreasing interest from the municipality.
- There are too few associations represented
- Too short time for to part 2, uncertain follow-up

(Source: Questionnaire Bornholm)

As advantages, participants emphasise the diversity of the participants, and that it was clearly prioritised to include newcomers. As a participant expresses it, it is an advantage because *"integration efforts take place in many areas and therefore with very different approaches"*.

The involvement of the newcomers and the priority to use energy to recruit different types of stakeholders is received very positively. It is pointed out that various stakeholders are *discussing together* the integration efforts for refugees, and in particular that they talked *with* and not *about* those who were to be integrated.

In relation to the form of the seminar, the participants particularly point out the direct dialogue, idea generation and action perspective as positive aspects.

With regards to the 'less good', it was mentioned that initially it was difficult to decode what the To-Do Seminar was about and that there was uncertainty later in the process about the follow-up.

The coordinator has no special comments on the question about advantages and disadvantages, concerning the way the seminars were conducted. On the other hand, the importance of continued cooperation on anchoring and implementation is emphasized. If a single stakeholder is solely responsible for the anchoring of the activities, it may reduce cooperation on joint solutions.

Desire for Additional To-Do

In the questionnaire, 12 out of 13 respondents state that they would like to participate in a To-Do Seminar again.

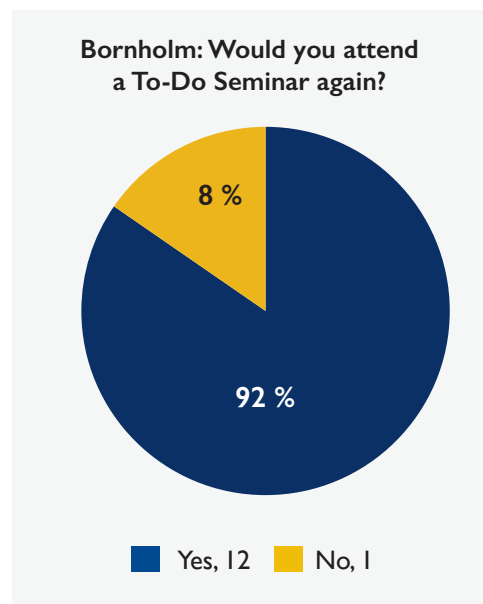


Figure 4 Desire for further participation

Nine persons have elaborated on what themes they think the To-Do Seminar should deal with, if so. The answers are shown in Table 5.

Almost all of the themes have focus on integration and refugees, through formal education such as IGU (Basic Integration Education) as well as the use of voluntary efforts and interaction with the local community. A few other themes are mentioned: "The good youth life on Bornholm" as well as "Organization of networks and focus areas".

Recapitulation: Organization and Implementation of To-Do Bornholm

A cross-sectoral working group who used their local knowledge and resources to find and recruit a broad participant group conducted the

TABLE 5

What theme could be relevant:

- The good youth life on Bornholm
 - Organization of networks and focus areas
 - Only if it's about integration
 - Refugee integration and interaction with local communities
 - Under the auspices of BBS (Cooperation of Bornholm's Citizen Associations) to invite for a common solving of tasks, to be solved by volunteers in local communities and, as we hope, can stimulate integration through the personal contact.
 - Continuous integration. In a way where more refugees are actively involved
 - The theme of connecting newcomers with the labour market. On May 22, we are attending the fair of Bornholm's Refugee Friends
 - The forthcoming IGU (Basic Integration Education). How will it affect refugees, educational institutions, and places of internship respectively
 - Newcomers
-

activities at Bornholm. The effort resulted in a cross-sectoral participant group with a broad participation of different types of stakeholders. The participants experienced this as very positive and beneficial. Participants also indicate that they perceive the actual seminar form as productive. This is expressed in the wish for future participation in To-Do Seminars.

The issues they mention are uncertainty about the anchoring of the future cross-sectoral cooperation, and that the anchoring of the concrete activities, which were formulated at the actual seminar, was the responsibility of only a few stakeholders. This points to the importance of a broad and preferably cross-sectoral anchoring of the concrete activities, and partly to the need for clarification of responsibility for coordinating further cross-sectoral effort.

IDEA GENERATION: BARRIERS, VISIONS AND ACTION PROPOSALS

This section focuses on Output of To-Do Bornholm: on the knowledge and ideas generated at the actual seminars.

Barriers, visions and concrete action proposals that were formulated at seminar 1 and 2 respectively are presented separately. It creates some repetition, but on the other hand it shows the connection between barriers, visions and action proposals at the individual seminars.

The boards from both seminars contain a lot of inputs from each of the three phases. This indicates that participants have many concrete suggestions to what the barriers for integration could be, and many visions for the integration efforts as well as ideas for concrete activities.

Seminar I "To-Do Seminar new Bornholmers – an Asset for Bornholm"

Barriers

Across the five themes, 'lack of cooperation and coherence between the various stakeholders involved in integration efforts' is a barrier that many participants mention. Another significant barrier is that it is difficult to utilise or translate the newcomers' resources / competences in a Danish context.

Looking at the sub-points of the five themes, the barriers or challenges under the heading "Political Structural Level" and "Culture and Understanding" are predominantly described as barriers by the recipient group, that is, the community that receives the newcomers. The barriers assigned to the newcomers are primarily lack of language skills and competencies that are attractive to the labour market.

Visions

The participants continued in the visionary phase with the five themes generated during the barrier phase⁹.

The visions that are formulated have a number of common features.

Some of the visions address the mindset of the participants: emphasis is placed on thinking situations and looking at potentials in new ways, including changing the perception of newcomers, and seeing them as individuals.

9 See Appendix 3

10 See Appendix 3



BARRIERS:

The participants formulated a large number of barriers, which they subsequently categorized into five themes¹⁰:

- Political, structural level
- Language
- Individual and personal factors
- Culture and understanding
- Work, work places vs. education skills

Other visions address the establishment of meeting places that can give rise to mutual understanding and inspiration. These meetings can be established both in civil society, at the workplace and in the various educational establishments. There is also a vision that more people be involved in the meetings.

A third type of vision relates to the wish that the experiences and resources of newcomers should be usable in the new context, either as employees or as self-employed entrepreneurs.

In general, the visions, more than the identified barriers, focus on the shared responsibility for establishing meeting places and for the mutual value in the meeting between 'new' and 'old' Bornholmers.

The Implementation Phase

During the implementation phase, participants formulated proposals for a number of concrete activities that could strengthen integration efforts.

The proposals included "Welcome to Bornholm – a new Bornholmer – two friends from Bornholm". Information meetings for newcomers should be established; contact should be made to city and citizen associations on Bornholm; a day for volunteer organizations should be created; and early and close mentoring should be established.

Seminar 2 "New Bornholmers – a common task and opportunity for Bornholm"

Barriers

At the second To-Do Seminar, participants formulated barriers, which they subsequently categorized under these themes:

- Employment Opportunities
- Legislation, Frameworks
- Cultural Meetings
- Knowledge and information
- Coordination, management and structures

If you read across the five themes, there is a tendency for many barriers to be attributed to the 'system' and the society to receive the newcomers. For example, lack of internships, workplaces and legislation are emphasized as special barriers.

Other barriers highlighted relate to lack of knowledge and information that can create misunderstandings. For example, such basic things are addressed as understanding the difference between "asylum seekers" and "refugees with a residence permit".

A third type of barriers is about fundamental cultural differences that collide.

Visions

Participants continued in the visionary phase with the five themes generated during the barrier phase.

The visions that are formulated have a number of common features.

Participants had several visions to create concrete new job opportunities or workshops and activities where newcomers can use their skills and meet the Bornholmers.

In relation to cultural meetings and knowledge and information, there are a number of concrete visions to involve newcomers in many of the activities already taking place in the civil society. There is a lot of focus on "doing something together" and strengthening civil society's role.

There is a great deal of focus on finding practical concrete solutions.

Implementation:

During the implementation phase, participants worked to formulate concrete activities in 6 different groups:

- Cultural Meetings, Group 1
- Cultural Meetings, Group 2
- Coordination, management, structures
- Employment Opportunities
- Knowledge and information
- Knowledge and information about cultural opportunities

It was decided to create intercultural meeting places where older Bornholmers and refugees can meet. There was a wish to create activities outside of Rønne also, where mutual cultural



Among others, the following project ideas emerged: "Welcome to Bornholm – a new Bornholmer – two friends from Bornholm"

understanding could be established through dialogue circles.

The groups "knowledge and information" decided to make information videos. The videos aimed to create an understanding of the associations and voluntary work as well as cultural norms and unwritten rules. The group worked to encourage local Bornholmers to express themselves about what they could "use" refugees for.

There was a wish that an overall co-ordination of volunteering was initiated through a volunteer coordinator.

The group working with "job opportunities" proposed concrete internships, and to contact the trade association and industry associations to identify interest and the need for new labour.

Recapitulation: Idea Generation To-Do Bornholm

The many suggestions in the three phases of the To-Do Seminars show that the participants had a high level of engagement and that they encountered a number of both concrete and more general challenges and barriers to integration efforts that they wanted to address. It also shows that the participants at the seminar managed to formulate a variety of visions for the effort and concrete suggestions on how to improve the effort.

Participants indicate that there is a lack of internships and jobs for newcomers, and that it is difficult to translate the newcomers' competencies into a Danish context. Language challenges are important in this context. Both the "new" and "old" bornholmers and government officials lack knowledge about each other.

Some visions therefore aim at creating meeting places with the possibility of mutual inspiration, so that newcomers also have the opportunity to share their skills. Meetings could be established by involving newcomers in existing activities, both in civil society, at work, through educational activities, and by creating new activities in the form of workshops and new job opportunities.

During the implementation phase, participants defined concrete activities that addressed barriers and visions. In concrete terms, they developed ideas for meeting places, internship and job creation, as well as dissemination of information and knowledge and efforts to involve newcomers in local associations and volunteering. Among others, the following project ideas: "Welcome to Bornholm – a new Bornholmer – two friends from Bornholm." An information meeting for newcomers, contact with city and citizen associations, a day for volunteer organizations, and early and close mentoring should be initiated.

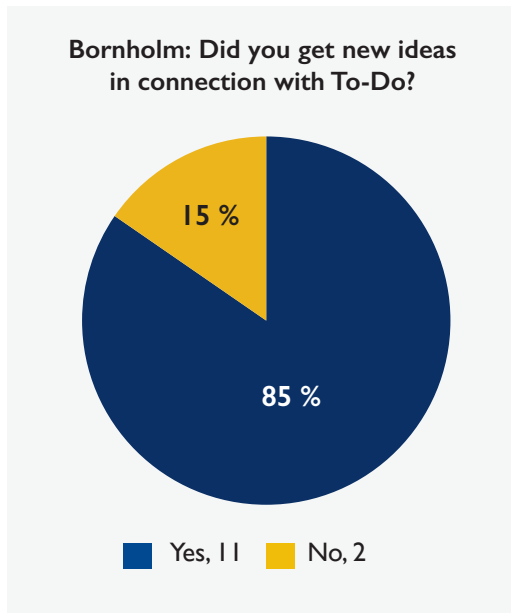


Figure 5 New ideas, Bornholm

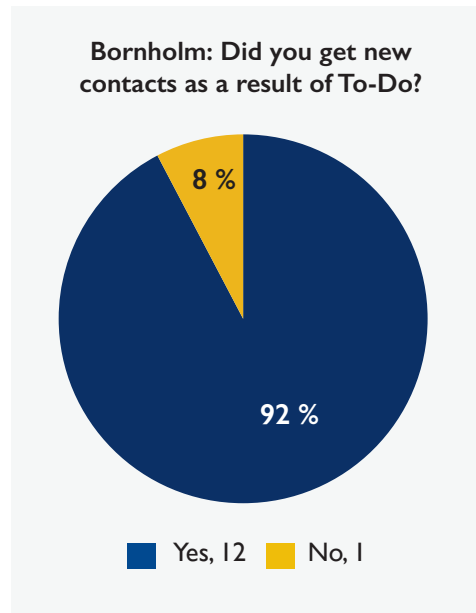


Figure 6 New contacts, Bornholm

RESULTS – OUTCOME TO-DO BORNHOLM

In this section we focus on the outcome from To-Do Bornholm – what resulted from the events in terms of new ideas, networks and activities.

New Ideas Among the Participants

The questionnaires show that 11 out of 13 participants had new ideas in connection with the To-Do Seminars.

Nine participants have made these ideas concrete. The answers are shown in Table 6. The ideas are of slightly different nature and can be grouped as follows:

- To speak "with" rather than "about" each other.
- Ideas for concrete activities, e.g. citizen walks and borrow a Bornholmer.

- Ideas that relate to the actual way of working – to work with To-Do.
- Ideas related to awareness of the conditions for integration work.
- Ideas about increasing the knowledge of other peoples' perspective on the 'theme'.

New Contacts and Networks Established at To-Do

12 out of 13 respondents indicate that they got new contacts because of To-Do. One respondent did not get new contacts.

The To-Do Seminars have thus helped to strengthen the local networks, partly through the establishment of brand new contacts, and partly by the fact that people have been able to put a face to each other.

TABEL 6 New ideas: Bornholm



Activities Resulting from To-Do

12 out of 13 respondents have stated that they are planning, completing or already have completed activities because of the To-Do Seminars.

The coordinators were asked if it had resulted in further activities and they reported three. These are shown in Table 7.

The respondents have furthermore had the opportunity to elaborate on what kind of activities. The answers are shown in Table 8.

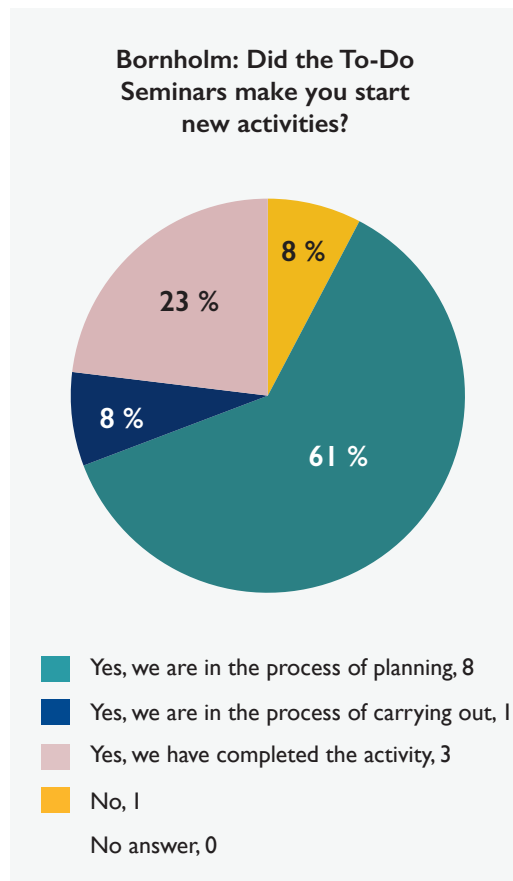


Figure 7 Activities, Bornholm

TABLE 7 Activities from a coordinator perspective

What kind of activity?	Who was responsible for it?	When was the activity completed?
Competence assessment Bornholm	Job Centre, Metal Bornholm, Campus	During autumn 2016
The draft strategy for integration on Bornholm	Integration Council, Integration Department of the Job Centre	During 2016
All associations invited to the To-Do Seminar	AOF Centre Bornholm	February 2016 and the rest of the year

Source: coordinator, questionnaire

In a later follow-up interview, the coordinator explains that further local initiatives have been implemented, among others an extended cooperation with the Medieval Centre and the establishment of an "intercultural meeting place" with various workshops. The purpose is partly to create a place where new citizens and locals can meet "about something" and can inspire each other, and partly to give the refugees an impression of local labour market conditions and the local associations. The themes of the workshops were: Sewing, Body and Exercise and Painting Workshop. The workshops have contributed locally, for example, sewing costumes for local theatre performances.

**RECAPITULATION:
OUTCOME BORNHOLM**

Based on the responses, it appears that To-Do Bornholm has led the participants to develop new ideas. New contacts have been established and new activities have been initiated as a result of the seminars.

The activities are aimed at participation in civil society as well as participation in the labour market. Various stakeholders such as volunteer organizations, cultural and public education organizations, formal educational institutes and authorities carry out the activities. This includes several approaches to the challenges at numerous levels – the meeting between people in private, local contexts, assessment of prior learning and competence development through education and introduction to the labour market, as well as more structural strategic initiatives.

**TABLE 8
Participant activities Bornholm**

YES, WE ARE IN THE PROCESS OF PLANNING:

- The possibility of visualising jobs of a few hours duration that refugees are interested in. Possibility to collaborate with Bornholm Medieval Center
- As focus area with regards to learning circles and networks for reception of newcomers in local communities
- Cultural fair 22 May. Speed dating with associations
- Amad Alwadi was the guest speaker of the year at the General Assembly of Nyker Citizen Association on 30.3.2016. The above-mentioned effort is on the program at the forthcoming General Assembly of BBS (Cooperation of Bornholm's Citizen Associations) on 28.4.2016.

YES, WE ARE CARRYING OUT THE ACTIVITY:

- Yes, our own to-do!

YES, WE HAVE COMPLETED THE ACTIVITY:

- Island walks and food events at Melstedgaard
 - We have organised an intercultural meeting place – funded by public education money that we applied for before To-Do, but the ideas from To-Do helped to angle the content
 - More To-Do with focus on NGO and citizenship
-

(Questionnaire Bornholm)



Chapter 6. Gotland

Organization and Implementation
of To-Do Gotland

Local Anchoring of To-Do:

The coordinator group that planned and conducted the To-Do Seminars on Gotland consisted of employees from the Integration Unit at Gotland's Competence Centre.

The Intention with To-Do Gotland

The purpose of To-Do Gotland was to focus attention on how to see newcomers as a resource in the local community and how to apply the competencies they bring. As a coordinator expressed it:

"We wanted to find new opportunities and ideas about how we can utilize newcomers's skills. We also wanted to involve the newcomers to get an inclusive approach. We call it "reverse integration" – in many cases, it is the established group of Gotlanders, which we would like to give the opportunity to meet the newcomers and thus gain knowledge / experience from the competencies these individuals possess. We wanted the ideas that emerged to be jointly created to make everybody experience participation" (Coordinator, Gotland).

Organization and Content of To-Do Gotland

On Gotland, To-Do was organized as an event divided in two. The actual To-Do Seminar was held on April 21.

There were two follow-up seminars. One was held on October 5th and addressed



We wish that more business owners had come and wish that more newcomers who had established a business themselves had participated – also the first time" (Coordinator, Gotland).

only to newcomers. The second follow-up event was held in connection with Gotland's "Entrepreneur Day" (Företagardagen) in October, where the target group was the companies on Gotland. The content of the individual days is shown in Table 9 To-Do Seminar Gotland.

Target Group

The coordinators recruited participants through direct invitations, e-mail, telephone and personal contact.

One of the key points of using To-Do as a tool in the integration effort was to involve the newcomers in the activity – so integration is not something you do "for" someone but "with" someone.

On Gotland, the desire to enter into dialogue with the newcomers meant that they, for the To-Do Seminar, wanted to invite newcomers who had a certain level of Swedish language skills. The language was considered a prerequisite for being able to participate in the discussions and thus in reflections of barriers, dreams and actions. This limited the

TABLE 9 TO-DO SEMINAR GOTLAND

The To-Do Seminar on April 21st was an all-day event that took place between 8.30 and 16.30.

TO-DO SEMINAR APRIL 21ST

It was organized in three phases: a barrier phase, a visionary phase and an implementation phase – a "what-to-do-now-phase". Each phase had an approximate duration of one hour. In addition, the day included two inspirational presentations, one on *Innovation, Diversity and Transnational Entrepreneurship*, and the other about *Micro-Entrepreneurship*.

On Gotland, it was decided to follow Bornholm's model for To-Do Seminars. However, it was attempted to adapt the model to a larger participant group by, for example, getting the participants to write their ideas in the different phases directly on a computer using Padlet instead of working with boards on the wall. "We added writing directly on the computer and displaying via projector to create more interaction and co-creation" (Coordinator).

The question that framed the day's discussions was:

"How can we make use of our newcomers' qualifications and motivation on Gotland?"

The three phases of the To-Do Seminar were initiated with the questions:

- What obstacles are there for using newcomers' qualifications and motivation?
- How would we do, if we were to ignore the barriers?
- What to do now?

During the implementation phase, each group had to complete an action plan¹¹.

FOLLOW-UP SEMINAR

On Gotland, it was decided to split the follow-up into two parts with two different objectives. As described by a coordinator:

"The first was aimed at the newly arrived group, to provide both knowledge and security. The second occasion was on Gotland's Entrepreneur Day, when we represented the newly arrived group through "mini CV" (Coordinator, Gotland).

11 See appendix 7

THE FOLLOW-UP DAY OCTOBER 5TH

The follow-up day was held as an afternoon event (2,5 hours).

The purpose of the day was to meet and find out what had happened since the last time, whether the ideas formulated at the To-Do Seminar were implemented, and what opportunities and challenges the participants had encountered. In addition to sharing experiences, during the afternoon the talk "How difficult can it be?" was given, to encourage business owners to invite newcomers to company visits – and give the newcomers preparatory knowledge of what this would entail.

Regarding the planning of the follow-up day, a coordinator made the following considerations:

Follow-up: We invited more broadly when it came to the group of newly arrived. There was a greater interest, and we felt that the need to communicate was not as big.

"It was difficult to get the groups to come and tell us what they had done, even though we knew that processes had started. We experienced that it felt demanding to tell us about even just the start. Perhaps we should have given more support / had dialogue throughout?" (Coordinator, Gotland).

FOLLOW-UP ACTIVITY FOR COMPANIES

Based on the follow-up date that was completed on October 5th,

there was an interest and need to further try to match newcomers and companies. At the "Entrepreneur Day" (Företagardagen) on Gotland newcomers were presented through "mini-CVs" and business owners were encouraged to invite people to visit their businesses. The Integration Unit at Gotland's Competence Centre and a group of newcomers had a common stand presenting together the group of newcomers.



size of the target group, making it difficult to recruit many newly arrived participants.

"The selection of newcomers was somewhat limited because we wanted that they had been on Gotland for a while to be able to reflect and communicate" (Coordinator, Gotland).

"At the follow-up there were more newcomers than at the first occasion, both because of the event taking place at the Competence Centre, and because more people had heard of the seminar and about the content. Fewer business owners participated – because focus was on meeting them at the Entrepreneur Day, about 14 days later" (Coordinator, Gotland).

There was a wish to recruit newcomers who themselves had established a business. This target group was hard to find / recruit.

"We wish that more business owners had come and wish that more newcomers who had established a business themselves had participated – also the first time" (Coordinator, Gotland).

Reflections on the Organization and Implementation of To-Do Gotland

Coordinators as well as participants were asked to reflect on the advantages and disadvantages / what was good or less good at the seminars. The participants' responses are shown in "Table 10 Advantages and disadvantages seen from a participant perspective". The coordinators' responses are shown in "Table 11 Advantages and disadvantages seen from a coordinator perspective".

THE TARGET GROUP:

The target group for the To-Do Seminar on Gotland was:

- **Newcomers with residence permit. Mixed women, men, age, nationalities.**
- **The Job Centre**
- **Integration Strategist – Region Gotland**
- **Swedish business community**
- **Entrepreneurs, different industries.**
- **Coompanion – company guide (focus cooperative)**
- **NVL**
- **Social companies**

When the participants are asked what was especially good at To-Do, they highlight a number of different themes: Meeting the other participants; new input, both from the presentations and from group work between participants; the time and opportunity to work with and develop new perspectives for action.

As positive aspects of the day, the participants specifically emphasize that the To-Do Seminar has enabled networking and getting new contacts, and to practice talking. Another element that is emphasized as positive is the connection between presentation and input, and having time to exchange ideas and work together in the groups.

As not so good things, the participants specifically mention problems in under-

TABLE 10
Advantages and disadvantages seen from a participant perspective

WHAT WAS GOOD?

- The high quality of speakers
- Good with networking, practice to talk
- Fine initiative straight through
- Creates a space for new contacts. Info about new activity
- The content
- Opened all the senses. Interesting lectures. Everything is possible
- New arena, good meetings
- Good mix of participants, important that even newcomers participated
- The working groups, the speakers
- Organization of the meeting
- Very interesting
- Interesting lectures and good meetings
- The lectures and time for dialogue. Interesting with the group work
- The ideas that the participants exchange between them.
- Active, interesting, new meetings
- Well-organized, high engagement, important subject
- Good theoretical level
- Well organized, structured...

WHAT WAS LESS GOOD?

- The low quality of some speakers
- A bit difficult Swedish and a bit far from ones c-level
- A bit too long presentations. You can speak less and more efficiently
- I was not prepared for that it included a responsibility for my own work, in a purely practical way. I doubt that I had come if I had understood this
- Everyone may not understand everything
- The speakers – they talked for too long
- The group's activity level felt a bit forced, too few from the business community and smaller companies
- The room, warm and big
- The practical examples were not interesting

(Source: Questionnaire Gotland)

TABLE 11:
Advantages and disadvantages seen from a coordinator perspective

What are the advantages and disadvantages of the way you did it?

- Good that we were in a big room.
- Good that we used digital technology.
- As for the lecturers, we could have divided their presentations in shorter sections to create more participation and interaction.
- Some experienced that it was difficult with English as lecture language.

(Coordinator, Gotland)

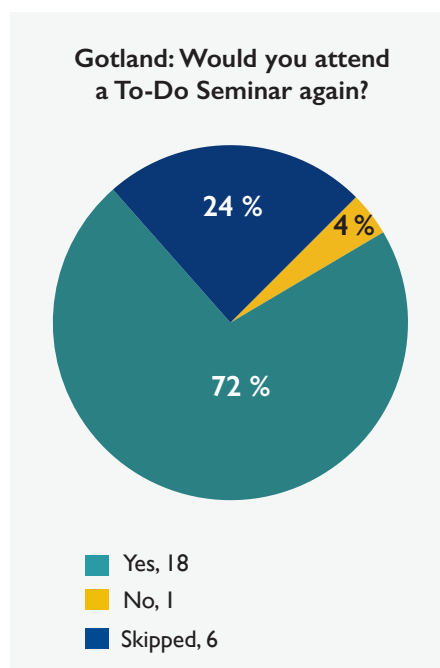


Figure 8 Gotland, participation in additional To-Do

standing what was said and that some participants were disconnected from discussions and talks. Some thought the presentations were too long.

The coordinators emphasize the importance of the physical surroundings. They indicate that it was an advantage that To-Do was carried out in a large room where there was space for moving around and working with different forms of work, which allowed for variation during the day.

In addition, the use of computer and Padlet to continuously write the ideas is emphasized as an advantage. This contributed partly to a common visualization of the ideas that were generated in the various groups throughout the day. Secondly, it took a lot of documentation work away from the coordinator, as the participants themselves generated the minutes from the workshops continuously. The fact that it was the participants themselves who formulated the ideas gave rise to a variation in the formulations, and gave others the opportunity to ask about concrete formulations. This allowed for the groups to clarify their points and it became noticeable where there could be different views on barriers and visions respectively.

The element that the coordinator is most critical of was the relatively long inspirational presentations throughout the seminar. It is neither the content nor the presenter to which they relate but merely the form. It is emphasized that shorter presentations could have created more interaction and that one academic presentation in English was maybe too "heavy" for several participants.

Desire for Additional To-Dos

18 respondents indicate that they would like to participate in a To-Do Seminar again. 1 person answers no while 6 persons have failed to respond. The fact that the vast majority of respondents positively stated that they would participate in another To-Do Seminar is interpreted as if the participants are finding the actual working method productive.

Seven participants have written what topics they would like a new To-Do to address. It may not be surprising that all the topics follow the theme of the completed seminar.

Recapitulation: Organization and Implementation of To-Do Gotland

On Gotland, the coordinators have been very focused on using To-Do as a platform for dialogue and co-creation between newcomers and local associations, working places, etc. This meant that it was particularly important to invite newcomers with some knowledge of the Swedish language, and also preferably newcomers who had established their own business on Gotland. This target group was relatively hard to find and recruit. Therefore, the participation of newcomers in the actual To-Do Seminar was limited in relation to what the coordinators originally desired. Quite a lot of newcomers participated in the seminars, so the perception that the number was limited should be seen in relation to the ambition of the coordinators.

In general, the presentations took up a relatively large part of the seminar day at the

TABLE 12 Suggestions for themes at future To-Dos

- Similar to today's seminar
 - Participation on what is happening here on Gotland, very good updating simply.
 - Work for newcomers within the green industries.
 - Willingness to change. Both with employers, employees. What is requested and what can be offered. Increased flexibility, how do we get this?
 - Working conditions
 - Water issue
 - How should we get newcomers with skills that we do not have to stay on the island through work
-

expense of the time for working in groups and developing and concretising ideas. Less time for co-creation and dialogue could have been of particular importance, as Gotland compressed the work with all three phases into one day with many participants. A form that places great demands on discipline and management if everyone is to participate actively.

The majority of participants in the survey express interest in participating in To-Do at another time.

IDEA GENERATION: BARRIERS, VISIONS AND ACTIONS

This section focuses on Output of To-Do Gotland: on the knowledge and ideas generated in the actual workshops. What are the challenges that are encountered locally, what visions do the participants have and how do they want to act?

Barriers

Participants pointed out in the barrier phase some of the challenges that are important for integrating newcomers on Gotland¹².

Challenges were collected and categorized under the following themes:

- Language and education
- Meeting Places / work
- Society
- Meeting places culture
- Think globally, act locally
- Validation and mapping of competencies

If you read across the six themes, there are three main categories.

a. Structure and system barriers

On Gotland, structural barriers are mentioned in all groups, such as legislation, bureaucracy, labour legislation issues, silo thinking, insurance issues, lack of cooperation between authorities, and the authorities' lack of interest in the newcomers. Responsibility for the structural and systemic barriers is placed unambiguously in the recipient country.

b. Meeting of Cultures

In several places, norms and culture are referred to as barriers to mutual meetings. Culture and norms are more commonly described as reciprocal barriers, which may appear to be prejudices, "we usually do like this", fear of change, economic anxiety, normality, etc. It is mostly the Gotlanders who are described as "difficult to get in touch with" and those who "do not participate".

c. Education / work

On Gotland, several educational policy topics are mentioned, such as competence assessment and lack of recognition of newcomer's educations. Other barriers pointed out regarding the labour market are e.g. language, lack of jobs and hence the Gotlanders' fear of newcomers taking their jobs, ignorance about the labour market, lack of personal contacts and lack of matching of newcomers with work places.

The vision phase

During the vision phase, participants worked to formulate their visions within the six themes developed during the barrier phase.

In relation to the Language and Education theme, the visions were, among other things, that Swedish language education should start immediately and that the language education should be linked to practical learning at the work places. There were visions that newcomers should have possible previous education recognized and complemented quickly. The importance of refugee children starting quickly in school was mentioned.

12 See appendix 5



They wanted to write articles about how cultures can meet and mutually develop understanding for each other.

Under the theme of Meeting Places and Work, the visions included both social activities, such as regular welcome parties for all new citizens, and labour market activities, such as the development of "shared jobs" where companies could join forces to hire a newcomer. Employers should be better at seeing the potential of newcomers.

Under the Society theme, participants formulated visions within several different areas. Free public transport was proposed and that regulations and legislation should be adapted to the newcomers. The Gotlanders should be better at seeing the benefits of new citizens. The good examples must be highlighted and matching between newcomers and the Gotlanders must happen within three months. More homes should be built for Gotland to be able to house 65,000 citizens.

Under the Culture theme, visions were formulated for the development of several cross-cultural activities, e.g. festivals, interest groups, establishment of meeting places and welcome parties.

The theme "Think globally, act locally" gave rise to new major visions of initiating village development, making Gotland the world's largest casino, Almedalen Week all year round, etc.

The final theme of assessment of prior learning gave rise to visions about that the Competence Centre should carry out a map-

ping and clarification of newcomers' prior learning, which are then matched with companies' competency needs. It should be easier to implement assessments of prior learning and development plans should be made for all newcomers.

Implementation phase

During the implementation phase, the participants selected the topics they found the most interesting and suggested concrete activities.

Under the theme Meeting Places, participants wanted to organise a fair for companies where job-seeking newcomers can meet employers and an education fair where newcomers can get career guidance. They planned to make a mapping of the competencies of the newcomers in order to make the competencies visible to local companies.

The group that worked with Meeting and Culture wanted to create places where people across cultures, work and life experiences can share experiences and knowledge, create networks and get contacts.

The groups that worked with the Society theme decided to conduct a seminar and some workshops that can promote mutual cultural understanding and the connection to work life. They wanted to write articles about how cultures can meet and mutually develop understanding for each other. They wanted to create and work in a multicultural team with

several cultural backgrounds in order to promote the connection to work life. Finally, they wanted to evaluate which regulations constitute a barrier for working in alternative ways and starting own businesses.

The participants who formulated ideas for action within language and education were keen to ensure language support in connection with tests, establishing new evening classes, expanding the possibility of high school level courses in English and for establishing stays at folk high schools. They wanted to develop interpreter educations, and make it easier to become user of the library, etc.

And finally, it should be easier for newcomers to receive a competence assessment.

Recapitulation: Idea Generation

To-Do Gotland

There were many inputs on Gotland in all three phases, which indicates great commitment and active participation throughout the seminar. Barriers, visions and action proposals are aimed at both civil society and working life. Quite a lot of inputs in all phases focus on creating structural conditions for inclusion in society and working life and on creating meetings between newcomers and "old" Gotlanders. Examples are: language guides, rapid assessment of prior learning, and establishing systems where refugee competences are matched with the needs of the workplaces. There are several innovative ideas for how inclusion can lead to a more sustainable society on Gotland, good new competences, casino, tourism industry, and children starting early to learn the language and going to school.

The responsibility for barriers, visions and actions at the structural level is mainly placed

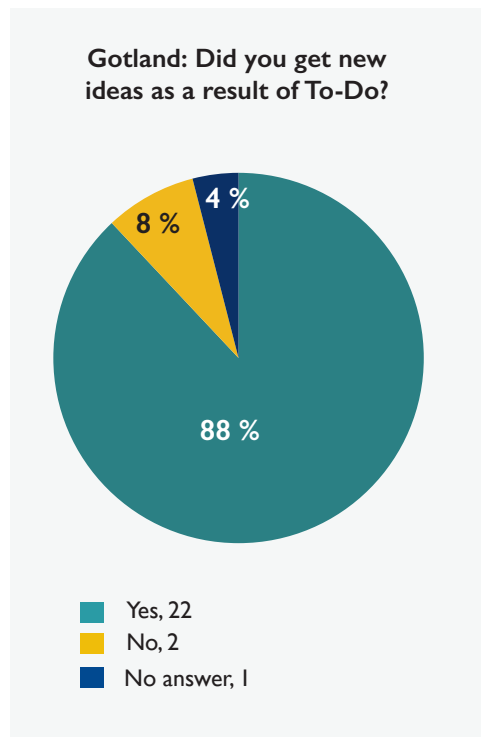


Figure 9 New ideas, Gotland

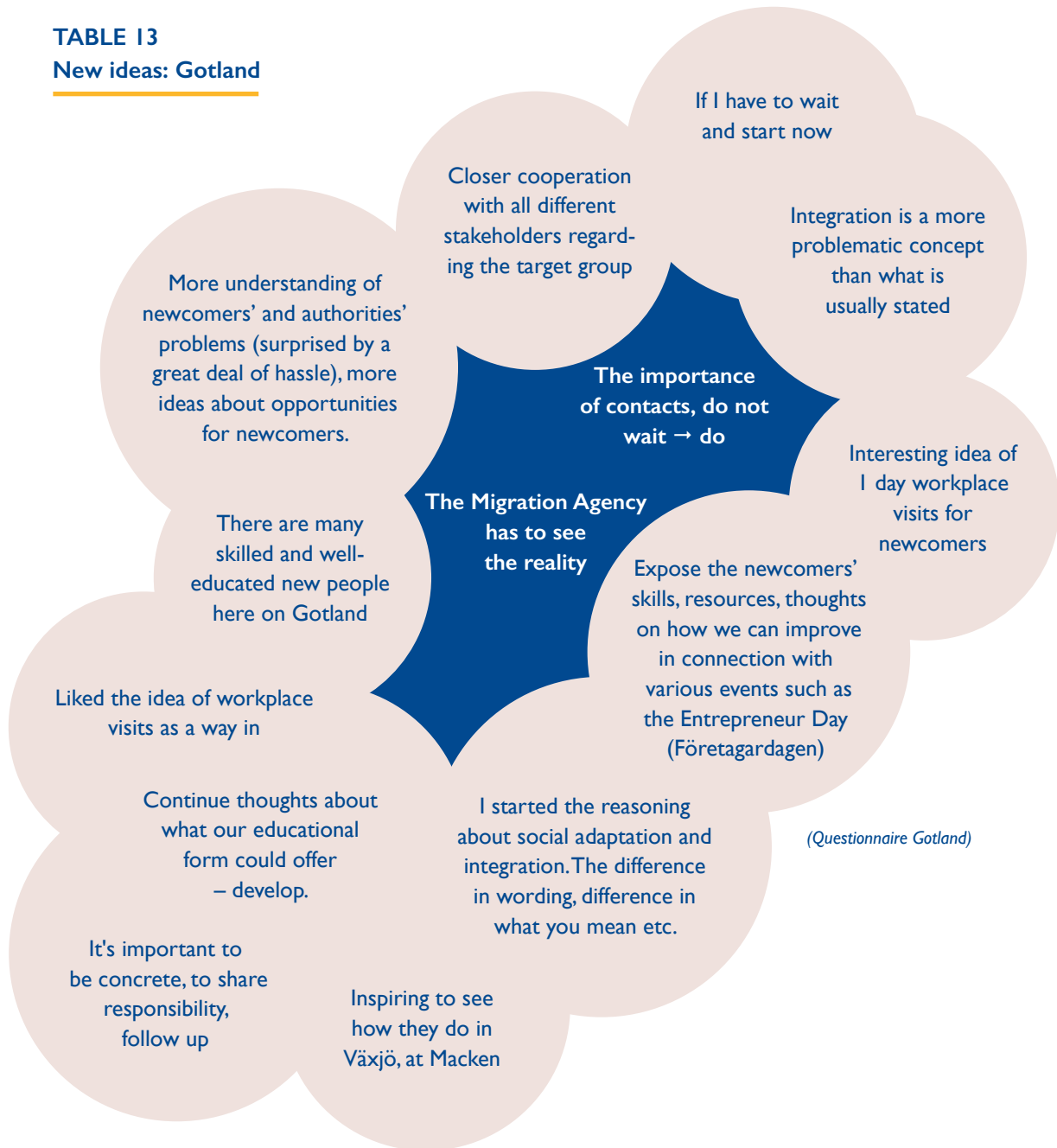
with the recipients of refugees on Gotland. In proposals and inputs to the theme of Culture and Civil Society, a more mutual responsibility (newcomers and Gotlanders) is described in order for integration efforts to succeed.

RESULTS – OUTCOME TO-DO GOTLAND

New Ideas Among the Participants

The questionnaire survey shows that the vast majority of respondents have gained new ideas by participating in To-Do Gotland. Thus, 22 out of 25 indicate that they got new ideas, two

TABLE 13
New ideas: Gotland



indicate that they didn't get new ideas and one failed to answer.

The participants indicate that through the seminar they have become aware of the importance of venturing into the integration task and not "just" waiting around, and that the group of newcomers possesses a variety of competences. Another type of attention that the seminar has produced is the attention to the cooperation between different types of stakeholders. Finally, the seminar has contributed to the participants having gained knowledge about the possibilities that already exist.

New Contacts and Networks Established at To-Do

On Gotland, an overwhelming majority of the participants, 21 out of 25, indicate that they got new contacts as a result of their participation in To-Do. Three answered no, while one didn't answer.

The participants indicate that the new contacts they have established are of different types. Some of them got to put a face to people they perhaps knew by name or to representatives of different organizations or companies. Others got completely new contacts, and new contacts were also made between 'old' Gotlanders and between them and the newcomers.

Activities as a Result of To-Do

In relation to whether the participants have initiated new activities based on To-Do, nine participants answered affirmatively, twelve answered no and three didn't answer.



We believe that, in particular, the mind-set has changed in many contexts. There are more than just us who intend to go to the target group directly to involve them in different processes, which concern the target audience and society at large" (Coordinator, Gotland).

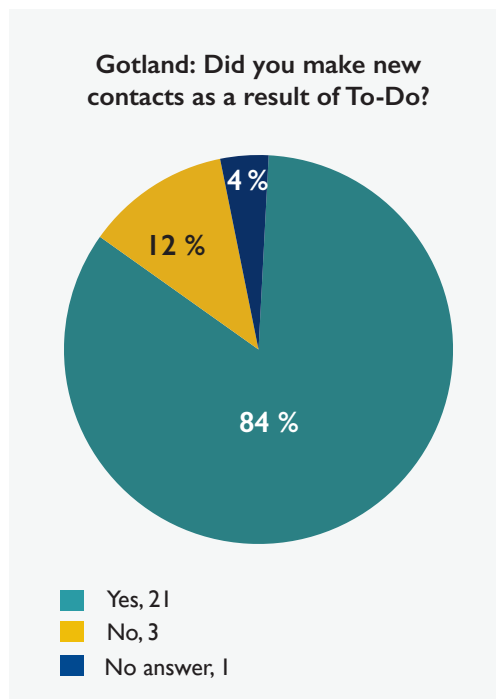


Figure 10 New contacts, Gotland

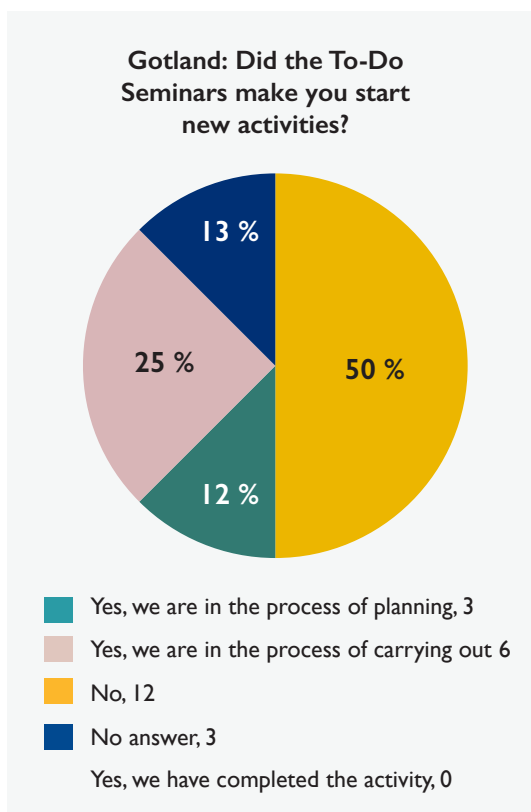


Figure 11 New activities, Gotland

Out of the twelve who answered no, one indicates that he / she already started and that it was confirmed to them by To-Do that they were on the right track. One answered "not yet", and is thus maybe suggesting that something is on its way. One justified the lack of activities with reorganization, and one answers that they initiated minor activities.

Coordinators write in their follow-up at the beginning of 2017 that five major initiatives have been launched during the autumn of 2016.

TABLE 14

Participant activities Gotland

YES, WE ARE IN THE PROCESS OF PLANNING THE ACTIVITY:

- A joint approach regarding information for newcomers, based on their needs and not the organization of authorities

YES, WE ARE IN THE PROCESS OF CARRYING OUT THE ACTIVITY:

- Yes, for Coompanion
- We will have a meeting with jobseekers and the job centre to go through what kind of support the participants receive today
- We have initiated the creation of a network to facilitate newcomers' businesses
- Continue the to-do work

NO:

- We already had activities in progress, but it confirmed that we are on right track.
- Not yet.
- Due to reorganization, it has taken a stand still. We have started again helping to shorten the process with CV and cover letter.

(Questionnaire Gotland)

Coordinator emphasizes that one of the fundamental changes that To-Do Gotland has contributed to is that of changing the mind-set of the stakeholders in the integration effort, so that they to a greater extent address and directly involve the target group when concrete initiatives are developed and planned.

"We believe that, in particular, the mind-set has changed in many contexts. There are more than just us who intend to go to the target group directly to involve them in different processes, which concern the target audience and society at large" (Coordinator, Gotland).

In an interview, a participant describes this change with regards to an agreement and the initiation of new activity:

"The agreement was made after the To-Do Seminar at another regional meeting, where both of us (interviewee and colleague) were invited. At that time we had been at the To-Do. Yes, it may have been inspired by To-Do, the fact that we felt that the timeframe for the regional work and the strategy was too slow ...the newcomers would have to wait for too long. So we looked each other in the eyes and thought, we will do it ourselves, and so we started."

TABLE 15 Activities, Gotland

What is the activity?	Who was responsible for it?	When was the activity completed?
Start of integration guide education (Swedish: "samhällslotsutbildning". "Samhällslots" is a person with foreign language skills that guides newcomers into the society)	Competence Centre Gotland	Start Oct 2016
Communication Group, regarding Information	Communicators, integration strategist along with four newcomers	Start Sept 2016
Development of Integration Strategy	County Administrative Board, Region Gotland, Job Centre, focus groups newcomers	Start Nov 2016
"Hello Workplace" – initiative to create jobs / share networks	The Integration Unit	Oct 2016
Start-up – support for newcomers to start a business. Granted project funds.	Coompanion Gotland	Sept 2016

(Source: Coordinator, Gotland)

RECAPITULATION: OUTCOME GOTLAND

The vast majority of respondents indicate that they got new ideas or contacts by participating in To-Do.

Just under half of the participants stated that they started new activities. Some of those who have answered no, elaborate the answer and write that it is because they have not started yet.

The coordinator's report indicates that Gotland has launched a number of initiatives at government level, which are expected to have a broader effect. As a special perspective, the coordinator and a participant express that they feel that To-Do influences the participants' mind-set so that they to a greater extent initiate new concrete actions.

There is thus evidence to conclude that the To-Do on Gotland and the immediate output formulated at the seminar itself have generated an outcome, both in terms of new ideas, new contacts and networks and new activities.



Chapter 7. Åland

Organization and Implementation
of To-Do Åland



THE TARGET GROUP

for the To-Do Seminar on Åland was:

- Companies
- Municipalities
- NGOs (Red Cross, Emmaus, Save the Children)
- Associations
- Administrators
- Newcomers wanting to influence the future of those who move to Åland.

Local Anchoring of To-Do

Åland's Yrkesgymnasium (Åland Vocational School) has, in cooperation with the Nordic Network for Adult Learning on Åland, organized and conducted the To-Do Seminars on Åland.

The Intention with To-Do Åland

The purpose of To-Do Åland was to elaborate alternatives for actions across sectors that could jointly contribute to answering the question "what is needed for the newcomers to feel included in the Åland community?". The newcomers are predominantly labour migrants and migrants for love.

Organization and Content of To-Do Åland

The To-Do Seminar on Åland was held as a whole-day event followed by a shorter follow-up seminar.

During the full day seminar there were various inspirational presentations of both theoretical and practical nature, which focused on theme newcomers and integration.

A follow-up seminar was carried out subsequently, where the purpose was to share experiences based on the first To-Do (source: coordinator).

The content and organization of the To-Do and the follow-up seminar is shown in Table 16.

The Target Group

The diversity of the target group had high priority on To-Do Åland, both in relation to the overall participant group and in relation to the workshop groups that worked together during the seminar. To ensure that the participants were mixed, the coordinators had composed the workshop groups before the seminar so that they included different types of stakeholders. The coordinator wanted the workshop groups to have "as much breadth as possible at each table". The coordinator says, "at seminars you often sit next to those you already know, and thus often have the same discussions". It was therefore important for the organizers that the groups consisted of participants from different professions and with different experiences.

The workshop groups were composed so that there were representatives from the different sectors and at least one newcomer in each group. In each group was appointed a secretary who wrote the group's answers in an electronic document that would be used for subsequent discussions.

TABLE 16
To-Do Seminar Åland

THE TO-DO SEMINAR ON NOVEMBER 3RD

The To-Do seminar on November 3rd 2016 was an all-day event from kl. 8.30 to 16.15.

The program for the day contained a joint presentation for the participants; a research-based presentation "*Innovation, Diversity & Transnational Entrepreneurship*", and two practice and experience-based presentations on mentor programs, work and activities for newcomers.

Åland was inspired by the To-Do Seminars on Gotland and Bornholm, respectively. Åland focused on that the participants should represent as many different sectors as possible. On Åland they chose to write inputs to the phases directly on computer. This was inspired by Gotland.

Three workshops were held of approximately 45 minutes each, with the following questions framing the individual workshops:

Workshop Barriers:

- "What obstacles are there for newcomers to feel included in the Åland community?"

Workshop Visions:

- "How would we do if the obstacles were not here?"
- "Describe what you want to do?"

Workshop Implementation:

- "What should we do to implement it? Describe concrete activities"
- "When do we start?"
- "Who takes responsibility for what in the activity?"
- "Who is the group's contact person?"

FOLLOW-UP SEMINAR

On February 14, 2017, the participants had to meet again to discuss the follow-up of the autumn's To-Do Seminar. It was held between 9.00 and 12.00. The purpose was to find out what had happened since the To-Do Seminar:

"At the follow-up seminar, the groups presented the activities they had performed and the experiences they had gained from organizing the activities. The groups also explained why some activities had not been carried out. For this seminar we chose not to invite any lecturers." (Coordinator).

To recruit participants for the first To-Do Seminar, coordinators sent invitations by e-mail to relevant authorities, associations and organizations that work with or are interested in newcomers and integration issues. At the seminar, the coordinators informed that a follow-up seminar would be held on 14 February 2017. Prior to the follow-up seminar, an e-mail invitation was sent to all participants from the first To-Do Seminar. It was important for the organizers that all concrete activity groups from the first seminar were represented at the follow-up seminar with at least one participant.

According to the coordinator, they succeeded in getting a broad composition of the groups. This is supported by the questionnaire responses, where a large majority of the participants respond that they got new contacts.

Reflections on the Organization of the Completed Seminars

When the participants are asked what they thought was good at To-Do, three main themes recur in the answers.

One theme is inspiration for and development of new ideas.

The second theme is the action perspective; that there was a focus on the implementation of the ideas. Also the coordinator emphasizes the action perspective as

particularly valuable and innovative. Many seminars can be inspiring and you can gain new knowledge, but it can be difficult to realise and implement the ideas and the new knowledge when you return to the workplace. At the To-Do Seminar, the team leaders saw that the ideas become so tangible that you can get started right away, also with the activities to be carried out in collaboration across organizations and jobs.

Both idea development and the action perspective have inspired participants with new ways to work with integration.

The third theme highlighted is related to the contacts that the participants have received through the seminar. Several participants positively emphasise the participants' diversity. One participant mentions that it was important to work in the same group throughout the seminar.

Regarding what was 'less good', one participant emphasized that there were too few representatives from the authorities who were directly involved in integration work.

Some participants comment on the content and form of the seminar, for example that they would have liked to hear more about the experiences of the To-Do Seminars on Gotland and Bornholm. There were also slightly different evaluations of the length of the presentations; some thought they were too long, others that they were too short.



One theme is inspiration for and development of new ideas.

TABLE 17:**Advantages and disadvantages from a coordinator perspective****WHY DID YOU CHOOSE TO ORGANIZE TO-DO IN THIS WAY?**

"We decided that we would use more or less the same concept that had been used on Gotland and Bornholm, so that we would be able to compare the different seminars.

We found it important that different lecturers with different experiences and thoughts about newcomers and integration could inspire participants.

For the follow-up seminar the most important thing was that participants would be able to share their experiences. It was therefore important that the participants had participated in the previous seminar and that all groups would be represented by at least one group member."

WHAT ARE THE ADVANTAGES AND DISADVANTAGES OF THE WAY YOU DID IT?

"Personally, I think they were two very successful seminars. One of the benefits of arranging this kind of seminar on Åland is the small size of Åland. It is easy to get participants from all sectors, civil servants and politicians. It is easy to know who should be invited and it is also very easy to get people to come to this type of activity."

It also fits the Ålanders very well to plan practical things and then implement them.

One disadvantage was that the digital lecture did not work as well as it should. The lecturer was not really used to lecturing this way.

The fact that we had participants in the follow-up seminar, whom had also participated in the first To-Do Seminar, was very positive. One of the benefits of the follow-up seminar was that we were so few that we could have good discussions and everyone had the possibility to speak. And we had very good discussions."

Source: Coordinator, Åland

TABLE 18

Advantages and disadvantages from a participant perspective

WHAT WAS GOOD?

- Results in concrete ideas → opportunity to make new contacts
- Relevant themes that are discussed. Good presentations
- Everything
- Everything
- Everything was good
- Everything was good! Interesting lecturers
- Keeping the groups all day was good + to try to spread out
- To working in groups. To present via phone / ipad
- Good
- Luckan presentation
- A lot of new people
- Many inputs – Good presentations
- Diversity in the small groups
- New impressions and ideas. New approaches to how to work with integration
- New contacts and ideas
- Useful
- See group answers directly in the presentation
- Important to concretise ones ideas – switch between different activities

WHAT WAS LESS GOOD?

- Poor follow-up
- Not enough discussion time
- Not enough time for presentation. Too few representatives from the authorities directly involved in integration work
- Nothing
- Maybe too long the presentation session after lunch
- Less good
- Shahamak Rezaei felt less relevant in this "concrete seminar"
- Shahamak's talk didn't quite reach the audience because it was not possible to see his slides that were important for the presentation
- The presentation itself in the first one was good!
- Would have liked to hear more about experiences from Gotland and Bornholm
- Difficult to have time
- A pity that the final To-Do task was limited to the people in the group – would have been good to brainstorm concrete suggestions in general as well

(Source: Questionnaire Åland)

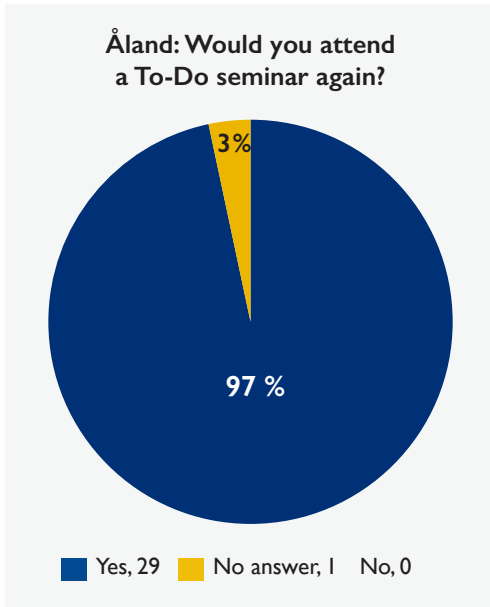


Figure 12 Desire for further participation, Åland

TABLE 19
Suggestions for themes at future To-Dos

- All topics were relevant
- Companies and AMS (The Labour Market Board) should be a part of it
- How should the Ålanders be involved in the lives of the newcomers?
- Durability, participation
- Inclusion & concrete collaborative projects within art subjects
- Can't think of anything now, but more specific topics
- Municipal reform on Åland
- Learning and labor market always relevant
- More advice on useful tools, how to do
- Isolation and inclusion
- Adult education

(Source: Questionnaire Åland)

Desire for Additional To-Do

29 out of 30 respondents have indicated that they would like to participate in a future To-Do Seminar. The last one didn't respond.

The coordinator is favourable to the method and will therefore try to apply the method in other educational contexts calling for action.

Twelve respondents have suggested which themes could be relevant in a future To-Do Seminar.

The themes focus on civil society, local political issues, education and the labour market. Some themes express more abstract, overall intentions and wishes.

Recapitulation: Organization and Implementation of To-Do Åland

The target group and the composition of groups was an important priority for the organizers. The participants also highlight the broad target group as the special thing about To-Do, because it provides good opportunities for establishing contacts. Some respondents wanted more representatives from the authorities working directly with integration to attend the seminars.

Participants from To-Do Åland mention the idea generation and the focus on concretisation as something particularly positive. It has given inspiration for new ways of working with integration and for new concrete activities. There is a short distance from idea to action, which enables you to get started with specific activities, in your own work as well as in collaboration across companies and organizations.



Participants pointed to challenges at system-level, which make it difficult for newcomers to get started.

Åland did the To-Do Seminar as an all-day event with a follow-up seminar. The feedback shows that more time could have been spent working at the seminar and that it is important to maintain focus on follow-up and anchoring.

The majority of participants have indicated that they are interested in participating in more To-Do seminars. The participants have mentioned a wide range of relevant themes and this indicates that To-Do as a working method can be used in a broader context than was done here.

IDEA GENERATION: BARRIERS, VISIONS AND ACTIONS

Barriers and Opportunities

On Åland they didn't thematise the inputs in the barrier phase¹³ (and also not in the other phases), which was an oversight in the planning. However, if you read across all inputs, you will see that barriers relate to cultural meetings, structural challenges, lack of knowledge or information, and to language and educational challenges.

Several participants described barriers related to cultural meetings, such as discrimination, prejudices, not feeling at home, not feeling welcome or included, as well as fear and insecurity due to ignorance of other people's culture.

Participants pointed to challenges at system-level, which make it difficult for newcomers to get started. For example, challenges related to not having an ID card required in many situations, such as driving license, mobile subscriptions, courses, etc.

Several participants mention information-related challenges. For example, lack of information about opportunities for education, internships, work, registration, and more generally about what services are available. Some people find that authorities do not always give the same answers to the same questions.

A number of barriers relate to language and education. There is a wish for greater flexibility in education, both in terms of study start and deciding a persons level. There are challenges in translating and assessing the competences of newcomers.

Visions and Dreams

Participants express visions on several levels.

At a structural level, less bureaucracy and fewer rules, faster case management and clearer information is desired. Specific examples included faster competence assessment, better public transport and easier access to internships.

In relation to civil society and meetings between people, a society without racism and discrimination is desired. Specifically, it is sug-

13 See appendix 8.

gested that meeting places be established for common experiences, such as eating together and cultural activities. Meeting places must deal with the challenges of the winter period by having longer opening hours and events where it's possible to bring children. Newcomers should have a better knowledge of the existing associations. There are visions that individuals, families, organizations, companies and associations together with politicians take joint responsibility for better integration and coherence.

Many participants have visions of better language skills, including that everyone should be able to read and write, that more websites are available in several languages and that it is possible to learn the language from day 1. Specifically, it is proposed to have language guides and mentors that newcomers can talk to, and to establish language classes at work. It is suggested to make it possible to study on weekends. Several mention that education and courses should be more targeted to the individual student / course participant¹⁴.

Implementation

Several specific proposals were developed to promote integration efforts.

Many proposals are aimed at civil society, for example, to establish meeting places, scheduled burkini swimming at the public swimming pool for women and children, communal dining and "fika" (coffee break).

At the structural and political level, proposals were made to contact and influence politicians to increase funding to the information centre "Kompassen" to take on more activities

and to strengthen cooperation between local stakeholders in the field of integration. Other concrete proposals were aimed at improving information about the information centre "Kompassen", the NGO "Emmaus" work pool, information to municipalities that are receiving quota refugees and to workplaces about the newcomers' skills.

In relation to inclusion in working life, it was proposed to establish job meetings for companies and newcomers as well as internships.

One suggestion was to conduct a To-Do Seminar for immigrants at "Medis", the Citizen Institute.

Recapitulation: Idea Generation To-Do Åland

There were a lot of inputs to all phases of the To-Do Seminar, which points to high engagement and interest.

Inputs and ideas were aimed at several levels and areas of the integration effort: structurally, politically, and in relation to civil society, culture, labour market and education. There was some overweight of inputs aimed at civil society. Many specific ideas in the implementation phase involved several local stakeholders.

Overall factors such as prejudice, discrimination and racism were formulated as barriers but without placing clear responsibility for solutions to better inclusion in the recipient country. Some people emphasised promoting and strengthening the joint responsibility for integration efforts, among other things through concrete cooperation on e.g. mentoring, internships and better information.

14 See appendix 9.

RESULTS – OUTCOME TO-DO ÅLAND

New Ideas Among the Participants

26 respondents answered that they got new ideas at the seminar. Four respondents didn't answer. No one answered no.

The participants were given the opportunity to describe the ideas they got. These are shown in the table below.

In general, participants report that it has been good to get more perspectives in the work for inclusion of newcomers to Åland. This has contributed to knowledge about what can be done for and with newcomers, but also how to communicate to newcomers as public authority, such as: *"My municipality's website for newcomers must be better!"*. The To-Do Seminar has generated new contacts that have contributed to new cooperation opportunities.

New Contacts and Networks Established at To-Do

27 respondents indicated that they made new contacts. Three did not answer. No one answered no.

Activities as a Result of To-Do

21 respondents respond that they are planning an activity. Five respondents answered no. 18 respondents chose to describe the activity.

18 respondents described concrete activities they are in the process of carrying out or have completed already. Some activities are described in a very concrete way, while in other descriptions it is more difficult to see if it's about already completed activities or the intention to carry out activities.

At the follow-up seminar, seven out of ten participants said that they were doing activities brought about by the To-Do Seminar. Subsequently four interviews were conducted with participants from Åland. Two participants had completed several of the planned activities. Two participants still had the intention of trying to start activities.

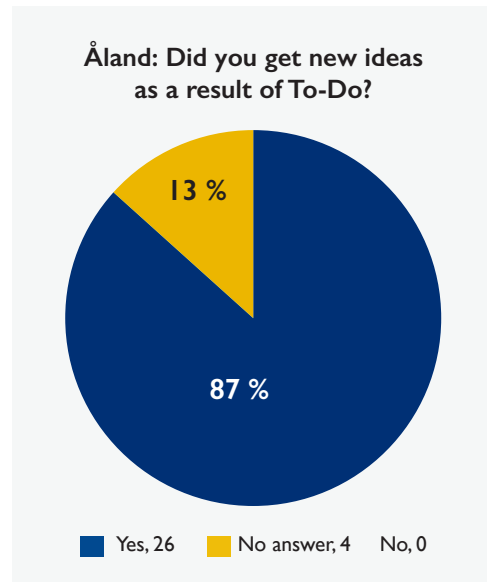


Figure 13 New ideas, Åland

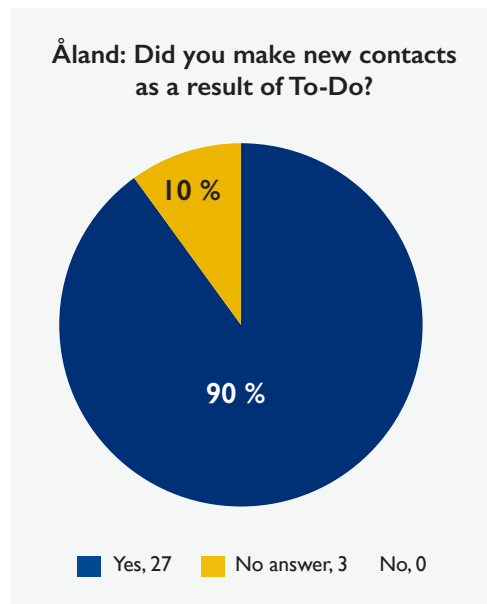
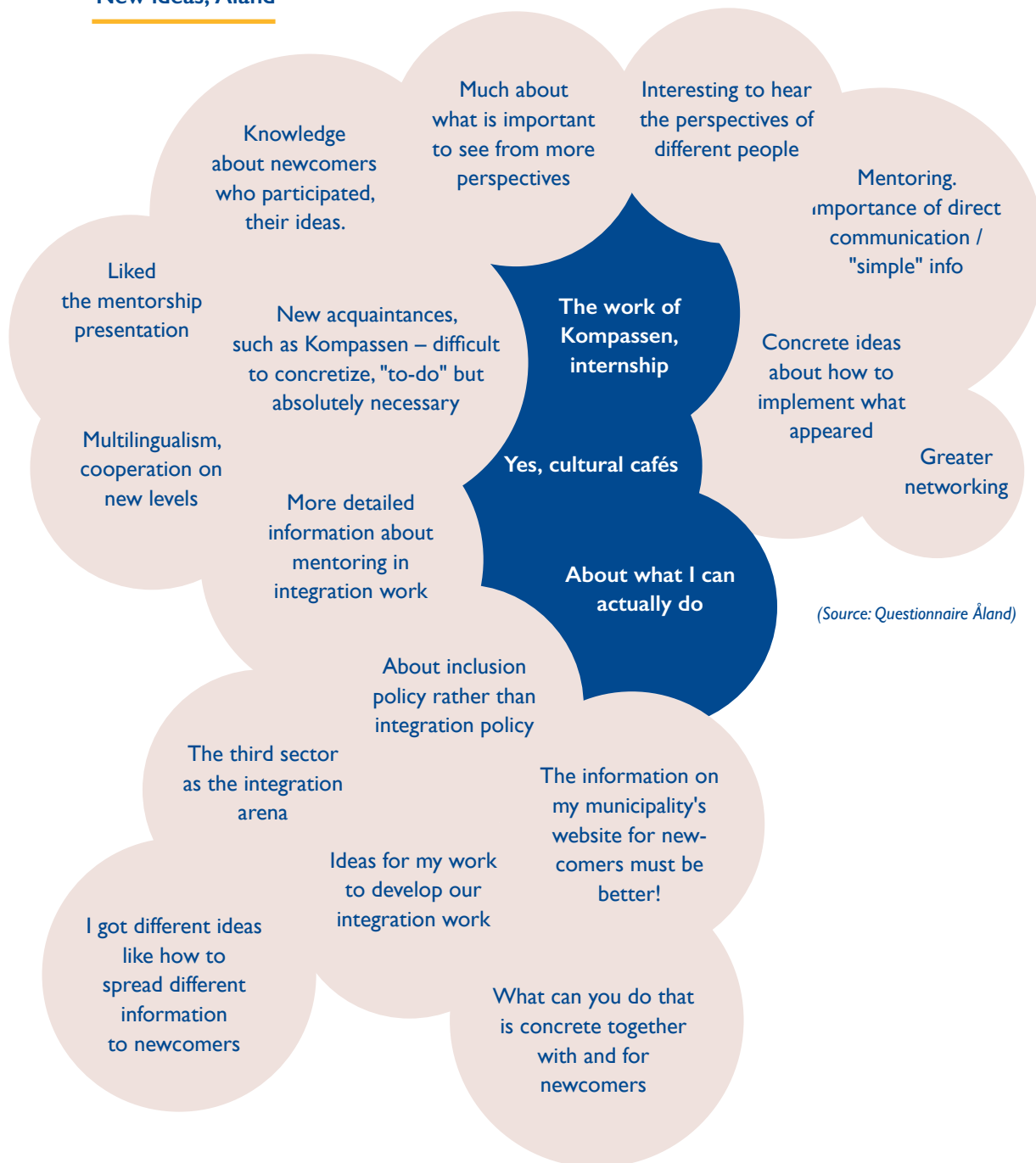


Figure 14 New contacts, Åland

TABLE 20
New ideas, Åland



(Source: Questionnaire Åland)

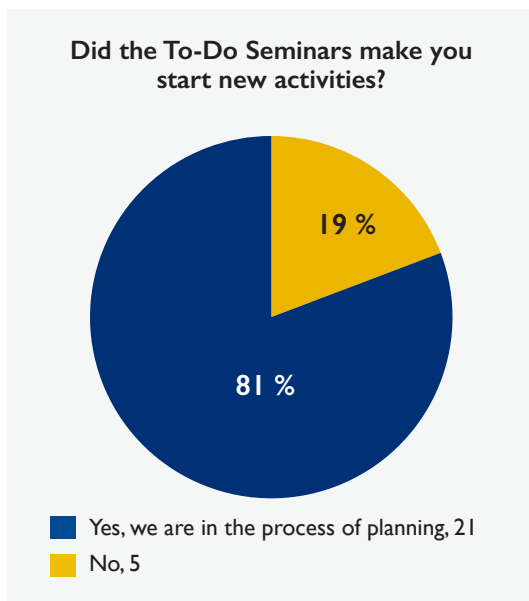


Figure 15 New activities, Åland

RECAPITULATION: OUTCOME ÅLAND

The vast majority of respondents on Åland indicate that they got new ideas and new contacts from attending the To-Do Seminar. Eighteen respondents (81%) have indicated that they are actually planning or initiating concrete activities. The concrete activities are for the most part aimed at civil society with the objective that the newcomers can subsequently be integrated into working life. There are quite a few ideas for improved information especially for newcomers but also for workplaces.

At the follow-up seminar, where representatives from almost all groups from the previous To-Do Seminar participated, almost everybody was carrying out or had completed the activities.

The activities described in the subsequent interviews are, among other things, about cultural meetings, mutual understanding of culture, employment of an intern, and the establishment of a Nordic cooperation.

It can therefore be concluded that Outcome of To-Do Åland has led to new contacts, new ideas and concrete actions.

TABLE 21 Participant activities Åland

YES, WE ARE IN THE PROCESS OF PLANNING:

- A "newcomer team" that helps the newcomers
- A Nordic / Baltic integration network. Nord-plus application submitted, 2 year project
- Facebook page or group for newcomers on Åland. It is important to spread information about opportunities for immigrants
- Experiments with a café from Syria
- Inclusion activities
- Mentorship, internship
- Meeting places where you can tell different things and feel at home
- Monthly or one-time "workshop" meeting
- Pop-up cultural café / brainstorming at the library
- Pop-up café to catch more than the current – people from groups other than refugees
- Internship
- The same seminar at Medis "the To-Do Seminar"
- See group 5's answer to task 3
- Story sharing cafe
- Develop our integration work
- We will include this in the next year's activities in the association "educational projects" under own framework

NO ANSWER:

(did neither say "yes" or "no" but nevertheless commented)

- No, not really, but possibility of cooperation. Many thoughts in the same direction. Good that we do not double on little Åland
- Invite to swim school with burkinis! CAFÉ-associations

(Source: Questionnaire Åland)



Chapter 8. Analysis Across the Seminars

The analysis across seminars will point out the patterns that appear across the To-Do Seminars held on Bornholm, Gotland and Åland, and tentatively answer the question as to whether and how To-Do Seminars can help create common solutions to local challenges.

The impact analysis across the seminars is based on the following focus points:

1. **Does To-Do Have the Desired effect?**
(Does To-Do give rise to new ideas, networks and activities?)
2. **What is significant for To-Do to give rise to new ideas, networks and activities?**
(What has supported and challenged that To-Do could lead to the intended outcome)

The second part of this analysis contains a number of **recommendations for others** who wish to use To-Do as a method of local change.

DOES TO-DO MEET THE INTENTION AND DOES TO-DO HAVE THE DESIRED EFFECT?

The intention of To-Do was to create meeting places and generate new ideas, contacts and actions.

New Ideas?

Ninety-four per cent of the respondents surveyed indicate that they got new ideas as a result of To-Do. In general, respondents have understood new ideas broadly so that they also include *perspectives* and *knowledge*.

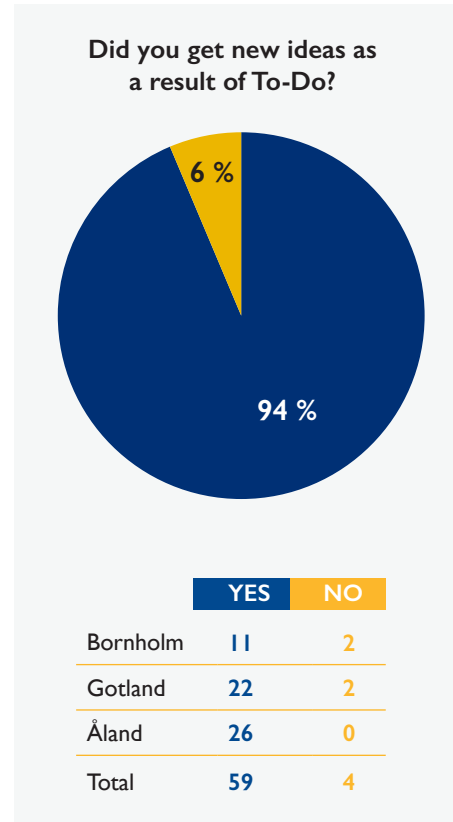


Figure 16 New ideas

On all three islands, the participants who answered the questionnaire highlighted getting new ideas, as something particularly good gained from the To-Do seminars.

Did you make new contacts as a result of To-Do?

New Contacts?

Ninety-four per cent of respondents in the questionnaire indicate that they made new contacts as a result of To-Do.

When participants across sectors meet each other, first and foremost, new contacts arise. Additionally, the contacts meet face to face, and existing contacts establish new ways of working together.

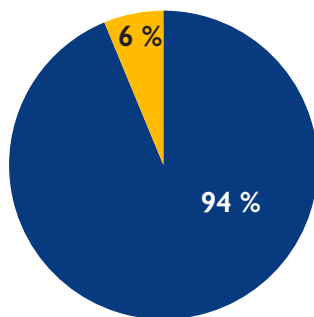


Figure 17 New contacts

	YES	NO
Bornholm	12	1
Gotland	21	3
Åland	27	0
Total	60	4

Did the To-Do Seminars make you start new activities?

New Activities?

To the question of whether the To-Do Seminars have given rise to new activities, 70% in the questionnaire answers yes, that they are either planning, initiating or have completed activities, while 30% answers no. However, some of the respondents that answered “no” say that To-Do has confirmed that they were on track with the activities they had already started. Others indicate that the activities they want to initiate have been temporarily postponed.

The coordinators also point out in their reports that a number of activities have been initiated that are more or less inspired by To-Do.

Overall, data from questionnaires, interviews and coordinators' subsequent assessments indicate that To-Do on all islands has led to concrete activities.

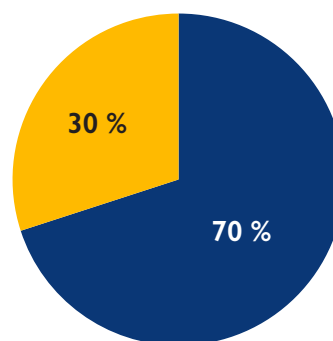


Figure 18 New activities

YES, 42 (plan, initiate, completed)

NO, 18

Many respondents, both participants and coordinators, emphasize the focus on *what to realize when* and *who has the responsibility* as something particularly positive at To-Do. Perhaps you can interpret that the action-oriented perspective has been the driving force for new activities and co-operations and has given energy to existing ones.

Recapitulation: Does To-Do Have the Desired Effect?

In relation to the question "Does To-Do have the desired effect?" (Does To-Do give rise to new ideas, networks and activities?) it is, based on the above, reasonable to conclude:

That the completed To-Do Seminars on Bornholm, Gotland and Åland have fulfilled the intention of developing new ideas, creating new networks and initiating new activities.

WHAT IS SIGNIFICANT FOR TO-DO TO GIVE RISE TO NEW IDEAS, NETWORKS AND ACTIVITIES?

(What has supported and challenged that To-Do could lead to the intended outcome?)

As we look across the three cases, there are a number of factors that have had importance for the success of the seminars:



THEME

- The theme should be relevant
- The coordinators should have a thorough knowledge of the local community's challenges

PARTICIPANT COMPOSITION

- The seminars should be cross-sectoral meeting places and involve the target group
- Recruitment efforts require prioritization and local knowledge and credibility
- Be aware of the participants' different prerequisites, e.g. language

ORGANIZATION AND IMPLEMENTATION OF THE SEMINAR

- Clear expectations and roles
- Flexible physical framework and possibility for common visualization
- Good facilitation
- To-Do can be supplemented with inspirational presentations
- The work with ideas and action perspectives creates enthusiasm
- The time frame may affect the potential of change

IMPLEMENTATION AND ANCHORING

- Prioritize follow-up
- Clear tasks and roles

THEME

1. The theme should be relevant

The To-Do work method is relatively time consuming. It requires that participants prioritize time for participation in the actual seminars and for performing the agreed activities, including participation in the follow-up seminar.

The amount of concrete inputs regarding barriers, wishes and action perspectives, formulated at the seminars on all three islands, indicates that the organizers have managed to address the problems that participants feel closely related to and have a sincere interest to act upon. The ideas that were developed and put into action were solutions to concrete problems that the participants experience in their everyday lives, either professionally, as individuals or as active participants in various types of associations.

To-Do is not a quick fix method that can be used for anything. In order for To-Do to lead to an action, it is required that it is organized around a theme that is current, relevant and urgent enough for participants to be willing to invest the necessary time and resources.



To-Do is not a quick fix method that can be used for anything.

2. Coordinators should have a thorough knowledge of the local community's challenges

In addition to the above, it is essential that the person(s) initiating a To-Do Seminar have an in-depth knowledge of the community and knows that there is a real local need to work with the theme in the specific context.

The background for working with To-Do as a method of integrating newcomers was that all three island areas, albeit to a slightly different extent, are challenged by demographic change. There was a need for more new citizens to maintain welfare and life on the islands, and the local coordinator groups considered refugees and migrants as an opportunity to get more citizens. But, at the same time, they experienced that it was not easy to include many newcomers. Therefore, new initiatives and new collaborations were needed to strengthen efforts.

The number of participants in the To-Do Seminars, their commitment and subsequent actions indicate that the coordinators have hit a topic of relevance to the community, a "real" challenge. This is supported by the fact that several of the participants in the questionnaire indicated that they would like in the future to participate in To-Do Seminars about the same or related themes.



Seminars have led to the fact that almost all participants have made new contacts.

PARTICIPANT COMPOSITION

3. Seminars should be cross-sectoral meeting places and involve the target group

The participants have highlighted two things that are particularly positive about To-Do. First, that at To-Do they have not only talked about the newcomers but invited them. Second, To-Do has given the opportunity to meet others that are concerned with the same issues as themselves, and to tell about their own and gain knowledge of other people's perspectives and experiences.

There is a consensus across the islands that the benefit of the To-Do Seminars is the participant composition across sectors. It is also emphasized that To-Do differs positively from other seminars in that it was possible not only to talk about newcomers but also to talk to them and to allow the newcomers themselves to contribute actively with their knowledge and experience.

A broad participant composition with stakeholders from local businesses, associations, organisations, authorities as well as local private individuals and especially newcomers, has been common to the To-Do Seminars. The

participants state that the To-Do Seminars have contributed to the fact that stakeholders who usually work separately with integration got a cross-sectoral meeting place with opportunities for new collaborations on common interests. In addition, the To-Do Seminars have led to the fact that almost all participants have made new contacts.

The experiences from the three Island areas are that, although it concerns relatively small local communities, there is a great potential, via To-Do, to establish spaces where cross-sectoral meetings take place in order to establish new networks and relationships across.

4. Recruitment efforts require prioritization and local knowledge and credibility

On all three islands, it was chosen to invite those stakeholders who play a key role in the local inclusion and integration efforts. Various sectors, organizations, individuals and institutions were invited.

On all three islands, the coordinators have recruited through their own networks to ensure a sufficient number of participants. In this regard, they have been very aware not

only of inviting the "friends", but ensuring as broad a participation as possible.

In the participant group there were different opinions and economic and political interests, but there was a common interest in creating better inclusion and integration through cooperation with others, and collaborating with the target group of inclusion – the newcomers.

The experience from the project is that recruitment for seminars is an effort to be prioritized. It requires local knowledge of whom the key stakeholders are and how to make them interested in the project. The latter typically requires approaching people directly and perseverance. Therefore, it is important to have a local anchoring provided by coordinators who have local knowledge and credibility. Perhaps a neutral stakeholder like NVL might help create an overall framework for breaking down boundaries between local stakeholders.

Recruiting participants for committed cooperation is not easy. Therefore, it is also important that the coordinators 'dare to be courageous' and are confident that 'the right ones are coming', meaning that there is a potential in the group participating that can be expanded and attract more people, and that 'the ones missing' can be invited later.

5. Be aware of the participants' different prerequisites, such as language

When you want a very complex participant group, it is important to take into account their different prerequisites.

In relation to the To-Do Seminars, language especially was a challenge. The method requires conversation, which is difficult without a common language. Therefore, priority was given to recruiting newcomers with a certain level of English or Danish / Swedish. However, this was not unproblematic. Some of the "old citizens" were challenged in their English and several, both new and old participants, could not follow presentations in English. The requirement for good foreign language skills also made it difficult to get a broad and large participant group of newcomers.

Therefore, if you want to provide To-Do Seminars for participants without common language, you should consider how to get interpretation and how to put together the groups to collaborate on idea development at the seminar in a way that language challenges can be addressed.

SEMINAR ORGANIZATION AND IMPLEMENTATION

6. Clear expectations and roles

It is important to clarify expectations and roles if the potential of To-Do is to be fulfilled.

Some participants expressed their insecurity and were surprised at how much they had to participate and bring themselves into play at the seminar.

It is important that the expectations of the participants' role at the seminar itself are clear and aligned. The To-Do form of work is relatively demanding in regards to partici-

pants opening up, engaging and committing themselves. It can create confusion and resistance from participants who do not know the method and who think they have signed up for a traditional theme day or conference.

7. Flexible physical surroundings and possibility for joint visualization

It was clear at all seminars that the opportunity to switch between movement, dialogues, discussions in smaller groups and in plenary, writing and drawing on paper, etc., created life, movement and commitment in the rooms.

It should be possible to move around in the room and to switch between different forms of work and group sizes.

The participants' ideas should be visualized continuously throughout the process – on common boards, analogously or digitally. It is therefore important that everyone has access to the right tools.

Consider the types of expression that best match the size and composition of the participant group. For example, some digital tools only provide the possibility to write input, while analogue tools like post-it and pens provide flexibility when expressing in text or drawing.

It is important to choose tools that support everyone's ability to express themselves and that all participants can get an overview of the ideas that are being generated.

8. Good facilitation

This type of active work with development and learning requires that participants are both managed and given free play. It requires that those who facilitate the day are well prepared for how to work in the individual phases, and perhaps especially in the recapitulation of the different phases. A good overview is also crucial to being able to have the necessary sensitivity and flexibility to meet the needs of the participants and handle unforeseen events, if necessary.

9. The To-Do can be supplemented with inspirational presentations

It may be good with presentations, but they should not take time from the primary, namely to work with the participants' experiences, dreams and ideas.

Participants provide different feedback on the presentations. Some point out that they were too long and too theoretical. Others have been very satisfied. In general, criticism has been about the form and not the content. On the contrary, the content has contributed to new knowledge and new perspectives. But it is the work of idea generation and the action perspective, which is primarily emphasized as positive at the seminar.

There may be a tendency for the program to be filled up with external presentations because 'the participants should have something to bring home', receive common inputs, etc. It is important that the external inputs do

not shift the focus from the most important, namely the work with the participants' own experiences and wishes.

As an organizer, you should be confident about the wealth of knowledge that is in the participants' own experiences. But at the same time, the presentations may attract participants, which should not be neglected.

Short presentations can be productive for framing the theme, giving participants common concepts and new input, but the program must be compiled so that inspirational presentations support and not limit To-Do.

10. Working with ideas and action perspectives arouses excitement

A majority of participants indicate that they find the working method productive. They emphasize particularly the action-oriented and concrete approach.

To-Do provides a space for formulating and concretising action opportunities, and the participants' answers indicate that this space is a rarity.

11. The time frame may affect the potential for change

Compared to the original future workshop, the work in all three phases has been greatly reduced in To-Do.

In the To-Do project people worked with short time frames for the individual phases. This helps to maintain focus, concentration and energy. Participants do not "fall out" along the way and it is very obvious if they do.



Therefore, To-Do has been inspired by the structure of the future workshop, more than the pedagogical thinking behind it.

However, the short time frames also reduce the emancipatory potential of the workshop.

In stage 1 of To-Do, there is not time enough to analyse the challenges that have been identified and participants do not work to achieve a common understanding of the reasons to the challenges experienced by the participants.

In stage 2 of To-Do, in the dreams participants stay at the realistic level, and do not explore the possibilities and perspectives that lie in the utopia and a possible, radically different reality.

Therefore, To-Do has been inspired by the structure of the future workshop, more than the pedagogical thinking behind it.

In the shortened version, To-Do can be an excellent way of addressing common challenges and creating meeting places between different stakeholders with different perspectives. But the compressed time reduces the emancipatory potential of the future workshop to address structural issues.

IMPLEMENTATION AND ANCHORING

12. Prioritize follow-up

In the actual development project, one or maximum two To-Do Seminars were conducted on the individual islands. There was no time for implementation and anchoring of the ideas generated at the seminars within the project framework.

As we have shown previously, the To-Do Seminars were catalysts for the launch of a series of new activities, new networks and ideas. If and how the activities have been followed up, varies on the different islands. However, it is a general story that there is uncertainty as to who will take the lead in the continuation of the cross-sectoral meeting place that To-Do established.

It is clear that the work on ensuring the implementation and anchoring of specific activities, new collaborations and networks could be continued with advantage.

If you want to avoid similar uncertainty the second time around, it is important that the working group consider and decide on how to follow up on the specific activities, that were formulated at the seminar. De-

termining if and how the different groups should be supported until a potential follow-up seminar, whether there should be a follow-up seminar, and if so, who is responsible.

13. Clear tasks and roles

To support implementation and follow-up, it is important to clarify expectations and roles in relation to the tasks that go beyond the seminar itself. Who does what? Who brings the effort forward and how?

Therefore, it is important that one, when gathered at the seminar itself, make clear:

- Who is responsible for what in the specific activities that have been formulated during the Phase 3 of the seminar?
- Who is responsible for, a forward-looking coordination and facilitation of a cross-sectoral cooperation, if relevant?

Appendix I: **Interview Guide for Telephone Interview**

Intro

You participated in the To-Do Seminar and have stated in your evaluation questionnaire that you have helped plan and initiate activities subsequently.

Questions:

1. What was the activity? (Brief description of the activity's purpose, content and participants / target group)
2. Who planned/carried out the activity?
3. When was it carried out / will it be carried out.
4. What did it result in? (The three main things).
5. If it succeeded: What made it go well? Name the three most important things?
6. If it didn't succeed: Name the main 3 reasons for failure.
7. If the activity is described / documented, would you please send it to us?

Appendix 2: Interview Guide for Coordinator Interview

Documentation and local experience from To-Do

Local Anchoring of To-Do:

Who has been coordinator of To-Do:
(Name, Organization and NVL affiliation)

The intention:

What were the specific challenges you wanted to address? What did you, as coordinators want to achieve?

The Target Group:

- Who did you want to involve in To-Do?
- How did you recruit for To-Do?
- How did the participant composition match those you wanted to reach?

Organization and implementation of the To-Do Seminars

- How did you organize the To-Do Seminars?
- Why did you choose to organize To-Do in this way?
- What are the advantages and disadvantages of the way you did it?
- Is To-Do carried on, by who and how?

Activities derived from To-Do

- We would like to hear if and how To-Do has caused a ripple effect.
- Do you know / which relevant activities have been implemented based on / inspired by To-Do?: For example, political, new collaborations, activities, press.

Describe activity (activities) and stakeholders: (insert more rows if necessary)

What is the activity	Who was responsible for it?	When was the activity completed

NOTE: If you have documentation, such as articles describing the activities, please send them along.

Appendix 3: Output To-Do Seminar Bornholm I

BARRIERS / OPPORTUNITIES:

Political structure levels	Language	Individual / personal factors	Culture and understanding	Labour – workplace vs. education skills
<p>Family reunification</p> <p>Processing time</p> <p>Restricted laws – problems of welfare system</p> <p>Bureaucracy in Denmark (slow)</p> <p>Limitation of choice – many rules</p> <p>Not enough evaluation of newcomers experiences / competences</p> <p>Not trust of newcomers competences and resources</p> <p>An unbalance of job opportunities</p> <ul style="list-style-type: none"> • Newcomers in practice supported by government • Problem for regular employees <p>Lack of information about the new society.</p> <p>Unequal opportunities</p>	<p>Language – Danish – English</p> <p>Language school vs. work language</p> <p>Meeting</p> <p>Lack of corporation between school and workplace</p>	<p>Traumas</p> <p>Traveling outside Bornholm</p> <p>If curiosity is not there?</p> <p>Do not ask if you don't understand</p> <p>Inclusion gives respect</p> <p>Stability</p> <p>Danish people are afraid of being left behind – job, housing, day-care</p> <p>Insecurity</p> <p>Concerns</p>	<p>Fear of foreigners (closed society)</p> <p>Lack of meeting place</p> <p>Cultural rules/habits</p> <p>Unknown social codes</p> <p>Misunderstandings</p> <p>Different cultures</p> <p>Prejudgment</p> <p>No neutral informant meeting places</p> <p>Lack of network</p> <p>Lack of interaction</p> <p>One way information / communication from old to newcomers</p> <p>Cultural understanding</p>	<p>Formal skills</p> <p>Not using skills</p> <p>Work – lack of work (uneducated)</p> <p>Mismatch between qualifications and labour market demand</p> <p>Lack of labour market demand</p> <p>Mismatch in internship not using educational skills</p> <p>How to access work</p> <p>Lack of understanding of competence requirement</p> <p>Cooperation cross hierarchical levels</p> <p>Danish leadership including employee leadership</p>

IMPLEMENTATION:

What do we want to implement?	How will we do it?	When do we do it?	Who is responsible?
<p>Welcome to Bornholm – a new Bornholmer – two friends from Bornholm</p>	<p>Information meeting for newcomers with refugees who have been here for a while. The municipality can establish contact to city and citizen associations. Work is being done to make a day for volunteer organizations, including city and citizen associations. The first 14 days close mentoring for the newcomers will be given priority.</p>	<ol style="list-style-type: none"> 1. February 2016 2. Later in spring 2016 a citizen walk will take place on Bornholm 	<p>The job centre facilitates the fast meeting.</p> <p>Seminar for volunteers, AOF Centre Bornholm with the help of NVL.</p>

VISIONS / DREAMS:

Political structure levels	Language	Individual / personal factors	Culture and understanding	Labor – workplace vs. education skills
<p>The politicians and the society need to see newcomers as individuals, with individual visions and dreams, not as a group</p> <p>Use the experiences and solutions we have from other periods of newcomers</p>	<p>Long life learning (language)</p> <p>Language:</p> <p>Closer to companies</p> <p>By practice</p> <p>Workshop in Danish in native language</p> <p>Learning methods</p> <p>“Danish by doing”</p> <p>Danish by reading</p> <p>Learn language in connection with work</p> <p>Internship + studies + internship</p> <p>Learn basic Danish at once get a job, and continue studies later</p> <p>More practical language = work in the kitchen, cook together, learn there</p> <p>Not only focus on reading and writing</p> <p>Vocabularies at the workplace</p> <p>Special courses</p>		<p>More volunteers to give hand for the newcomers</p> <p>To be equal citizens</p> <p>Mentoring / contact families</p> <p>Locale</p> <p>Matchmaking</p> <p>Social network</p> <p>Multi cultural meeting place</p> <p>Use of local associations (sport, hobby etc.)</p> <p>Create meeting between local persons and newcomers</p> <p>Invite for dinner</p> <p>Other win-win situations: You can grow vegetables on my land if you give me some of your crops</p>	<p>Openness for new ideas and new best practices</p> <p>Good job</p> <p>Use potentials</p> <p>Experiences</p> <p>- Education</p> <p>Desire to earn their own money</p> <p>Get an education</p> <p>Start up financing – entrepreneurship</p> <p>Specific skill needs from companies</p> <p>Professional networks</p> <p>Experience and education</p> <p>The job you had at home cannot be found here, but how can we translate your skills for this society?</p> <p>- Organizations testing competences</p>

Appendix 4: Output To-Do Seminar Bornholm 2

BARRIERS / OPPORTUNITIES (FEBRUARY 8TH 2016)

Job Opportunities	Legislation, Frameworks	Cultural meetings
<p>Many refugees don't have their education papers</p> <p>Lack of internships</p> <p>Lack of jobs / employment opportunities?</p> <p>More activation – better opportunity to combine school and internship</p>	<p>Political trends block the ability, the opportunity / desire for integration</p> <p>The feeling that you don't fit in the box? And that the box is Danish</p> <p>Activities are created but they are adapted to Danish standards</p> <p>Many activities / resources are offered to asylum seekers. When there is a residence permit, no help is obtained.</p> <p>If you are a young adult, you are referred to volunteer retirees = Bornholm gets fewer inhabitants (same problem, few 'originals') This also applies to school activities</p>	<p>Culture / Different culture</p> <p>Language</p> <p>Fear / Mistrust</p> <p>Insecurity for a meeting</p> <p>Time differences - Some Danes (Bornholmers) have planned calendars. Newcomers have more time, maybe? Understanding for each other's time possibility of being together (e.g. making it clear that making an appointment some time in the future is not a sign of lack of interest but of 'busyness')</p> <p>Traditions</p> <p>Asylum seekers versus resident refugees (e.g. some mix the two things together, but it is important to distinguish)</p> <p>You do not fit into the box – the Danish box</p> <p>Activities are created based on Danish culture</p>
Knowledge and information	Coordination, management, structures	
<p>Lack of knowledge about social conditions and culture in Denmark</p> <p>The need for increased knowledge about associations, info will increase integration</p> <p>I think BRK (Regional Municipality of Bornholm) should set or give chance to foreigners to have one Danish person to help any newcomers' cases and integration</p> <p>There are no peers to match with, only retirees</p> <p>Will the welfare suffer? Fear from other weak groups</p> <p>Fear of needing to spend more time than can be delivered (e.g.: That the tasks pile up involved when you get involved in voluntary work)</p>	<p>Closer dialogue BRK (Regional Municipality of Bornholm) / civil society and businesses</p> <p>Communication, management. Visible structure + activities and opportunities</p> <p>Many ideas – no action. It's just talking!! ☹</p> <p>Lack of coordination</p> <p>Especially lack of attention to girls with asylum</p>	

VISIONS / DREAMS

Job Opportunities	Legislation, Frameworks	Cultural meetings
<p>Open workshops, e.g. food and bicycles (e.g. possibility meet around joint activities in existing workshops)</p> <p>Make a farm / cultivate land for refugees</p> <p>Faster competence assessment both linguistic and job-related (Faster Validation of Competences = Job / Language together)</p> <p>Responsibility → self-confidence. Duties, jobs e.g. voluntary work</p> <p>Jobs for everyone</p> <p>More education, school every day</p> <p>Create common innovation – can we create new products together (e.g. Saffron on Gotland)</p> <p>Competence assessment</p> <p>Financing to start up projects</p>	<p>Not to be in enclaves</p> <p>Better transport options (e.g. There are some who start activities but who, after moving to another city, can no longer afford to continue because transportation costs are too expensive, e.g. circus)</p>	<p>Borrow a Bornholmer</p> <p>Meeting place where even newcomers feel at home</p> <p>Borrow a refugee</p> <p>Social starter kit</p> <p>Resource Bank</p> <p>Events that bring us together</p> <p>10 refugees who are active / volunteers for the public meeting at Bornholm (Folkemødet)</p> <p>10 participants at the stage Bornholm</p> <p>Borrow a volunteer</p> <p>Establish a women's group</p> <p>Become a Bornholmer (e.g. Same start kit for all newcomers, whether from Copenhagen or Damascus)</p> <p>Non-linguistic approaches for social gathering / cultural meetings / networking</p> <p>Communities for youngsters</p> <p>Network family to all refugees</p> <p>Greater 'openness'</p> <p>More visible activities</p> <p>Meet people – get friends</p> <p>All new bornholmers become active within one or more associations</p> <p>Mix traditions and cultures – understanding</p>
Knowledge and information		Coordination, management, structures
<p>Invite to city walks in the area (e.g. with story about the city / city history)</p> <p>Association mentor (e.g., it helps if someone brings you along the first time)</p> <p>Speed dating: Voluntary associations meet the new refugees, so refugees are integrated into associations.</p> <p>Local groups, who help in each city and who teach refugees on the local area</p> <p>Action, no talk! ☺</p> <p>Tutor – trainee, tutor arrangements for all</p>		<p>Better coordination of receptions</p> <p>The municipality must be the backbone of continuous integration</p> <p>Website to match people</p>

IMPLEMENTATION

	What do we want to implement?	How do we want to do it?	When are we doing it?	Who is responsible?
Cultural meetings gr. 1.	Create intercultural meeting between older bornholmers and refugees.	Contact DaneAge (Ældresagen) and professional seniors Create café for elderly and refugees	Contact DaneAge (Ældresagen) and professional seniors (They have time)	Bornholm's Refugees Friends
Cultural meetings gr. 2.	Create activities outside Rønne, including dialogue, circles about mutual understanding of attitudes, culture, etc.	Ask local people if they want to invite / attend meetings and cafés Contact associations, e.g. BFV (Bornholm's Refugees Friends), make local cafés Use Facebook, Rytterknægten, Bornholms Tidende, TV2 to shout out – and GoJoin	Before summer	AOF Inge Bornholm's Refugees Friends Bjørn, Nexø Bornholm Regional Municipality DGI
Coordination, management, structures	Overall coordination Use the volunteer coordinator – as a sparring partner	Gather and execute ideas Keep the volunteer coordinator informed about initiatives Become visible	Volunteer Coordinator contacts – asylum centres / Red Cross Bornholm's Refugees Friends	Birgitte Eybye, Volunteer Coordinator during the spring
Job opportunities	Increase the number of internships preferably in urban areas Ex. Jensen in Rønne – the whole west coast Gudhjem – Food for people Nexø Østtinget Allinge – tourist industry – ASTE Aakirkeby – agriculture in relation to residence Hasle – Tourism	Contact – trade association – Industry associations to uncover the interest Contact to complete a theme meeting where for example Jensen DK can contact Nyborg and Skanderborg municipalities	Month of April 2016	Cathi and Inge
Knowledge and information	Lighten / strengthen integration in local areas Create understanding for unions and voluntary work (unpaid) Be better informed about simple rules (written / unwritten), e.g. swimming pool, libraries, etc.	Information videos that can be shared via Facebook, twitter, etc. Elemental information via refugee friends' Facebook groups + website Use other networks, including the coop of citizen associations / local associations Via the language centre that will draw on resource people Invite local bornholmers to express themselves about what they can use refugees for	As soon as possible	All in principle Responsible (already resource persons) for the distribution of information
Knowledge and information about cultural opportunities	More people in sports clubs	Concretely acquire / get an ambassador within the sports Set time / date e.g. volleyball - Tuesday at 17.00 x place Provide interaction (refugees)		DGI – Language Centres and others Residences

Appendix 5: Output To-Do Seminar Gotland: Barriers

Address to Padlet: http://padlet.com/eva_elisdotter/todo

GROUP 1

Prejudice – all directions
Language
The difficulty of the system
Ignorance about the competence that comes
Fragmentation
Ignorance
Too general rules

GROUP 2

Bureaucracy
Rules and regulations / laws
Difficult to customize to individual
Suspicious to other countries' education
Fear of change
Competition

GROUP 3

Language is the key, but it can be difficult to use Swedish in everyday life.
Hard to find venues where the important meetings take place.
Traditions and religion can put up barriers to meetings.
You will be judged based on your work.
Entrepreneurship is seen as the last resort and not as an important road.

GROUP 4

Fear of loosing the job for the Gotlanders
Language
Tunnel vision – so we have always done
Lack of personal contacts

GROUP 5

Bureaucracy: e.g. Labour law, insurance issues, etc., etc.
The language
Laws; E.g. driving license rules
Waiting times for asylum seekers
Fears; Both in Swedes and immigrants
Attitudes
Controlled by norms: "We usually always do this..."

GROUP 6

Difficult to get in touch with the Gotlanders and feel attached.
Gotlanders hard to invite.

GROUP 7

Lack of matching
Lack of competence assessment
"Afraid to make mistakes..."
Lack of interest from authorities
No or lack of cooperation between authorities
Hello Färjestad
Economic fear
Lack of good examples – ex in media
Lack of knowledge about the value of entrepreneurship – all is about being employed

GROUP 8

The language
Lack of jobs
Culture
Rules – it takes time to get asylum etc.
Difficulties to get contacts
There are no natural meeting places
Difficult to validate knowledge

Appendix 6: Output To-Do Seminar Gotland: Visions

Language training

Languages are tools for communication

Everybody studies Swedish from the first day.

Proactivity in the school / society with employers

Which skills will be needed in the future?

Language education directly linked to internships to involve working life.

Possibility to quickly complete ones education

Kleiv pa (integration project) for all

That the children quickly get into a context (school and playing)

Meeting places – Culture

Cultural collaborations, like festivals and alike.

Welcome party regularly to welcome new citizens / newcomers

Start communities of interests, such as literature, computer games, picking mushrooms, etc.

A common Gotland vision for developing the island together with newcomers

Stånga Games for everybody...

Common with individual meetings between the Gotlanders and newcomers.

Gotlanders well educated on the situation in for example Syria.

– Meetings for Gotlanders and newcomers according to experience and interests.

The “Tillsammans på Norr” network to be all over Gotland.

That we are all welcoming – roll out the red carpet!

Model: “Venligboerne” (DK)

Plenty of natural intercultural meeting places!

Think globally, act locally

More jobs to the island. Build on existing production.

Think new, think big.

Gotland = The world's largest casino = True.

Let the island become a “free area”

Where it is allowed to think outside the box

Almedalen Week all year round!

Convert oranges to orange juice!

Film production in Dari and Arabic in Fårösund.

Housing for everyone!

Create new tourist flows (e.g. from Saudi Arabia)

New and many cultural meetings: many new restaurants, music, etc.

Rural development! That not everyone settles in Visby.

Meeting places / work

Welcome party regularly to welcome new citizens / newcomers

Speed dating

Knowledge dissemination (entrepreneurship for example)

Flexible and innovative employers.

Share skills. The employers in Gotland are small and cannot hire 100, but may need 25% for special efforts.

Employers choose the person with the best skills

Employers are interested in learning new things, such as language.

Employers think it's good to hire people with language / cultural skills

Community

Free public transport during the first three years you live here

Mutuality to create contacts

Creative platforms / forums, different topics

Customize regulations

See people's possibilities regardless of background

Use previous generations of newcomers as catalysts for increased collaboration between society and newcomers.

See people

Doing wrong may become right ... allow for mistakes

Promote good examples all the time

Pizza, Kebab, Tacos – See what we got!

Sometimes you can think about how important a personal ID number may be!

Goal: every newcomer must be "matched" within 3 months

We are building homes so we can become 65,000...

Svante and Shahamak to Gotland

Competence validation and assessment

Of if the competence centre has a larger mapping of competences, it can be matched to the needs of the companies

Invent / Communicate labour needs

When newcomers arrive – only ask developmental questions –

- Easy to validate knowledge

- The education systems adapted to the individual

- Quickly interview and assess newcomers:

Who are you?

What can you do?

What do you want?

What do you dream about?

- Personal development plans

- Keep the dreams alive!!!!

Well-developed validation centre

Appendix 7: Output from To-Do Seminar Gotland: Activities

Group / Theme	Describe what you want to do	How should we do to implement it?	When do we start?	Who takes responsibility for what in the project?	Group Contact Details:
Meeting places - work	<p>Fair for companies - Invite other applicants to the fair to meet employers, primarily for hiring.</p> <p>Create a meeting platform for employers and job seekers.</p> <p>Study session with vocational guidance.</p>	<p>Connect stakeholders such as AF (Public Employment Agency), the Integration Unit, the Competence Centre, The Migration Agency, employers' organizations, Region of Gotland, Coompanion, the University, Gotland's integration network, the Folk High School.</p>	??	Arbetsförmedlingen (Public Employment Agency)	
Meeting places - work	<p>Make assessment forms for which skills are available among newcomers. The goal: Find entrance to local businesses</p>	<p>Contact volunteers at facilities</p> <p>(Person) Coompanion and Visby Stadsmission to apply for funding</p>	4 th may 2016 together at Norr meeting	Name, Coompanion and Visby Stadsmission	
Meeting places - culture	<p>Create meeting place for exchange of experiences, knowledge + create networks and contacts to prevent exclusion for all and create new ideas</p>	<p>At the meeting we organize courses in cultivation, painting / papering, wood work, wool and textile, food courses.</p> <p>How to invite? Inform the Red Cross, the Competence Centre, Almedalen Library, MiROi, etc. about our presence and what our activities are. Also on Facebook and website.</p>	October 1 st 2016	4 named persons	
Community (A)	<p>Seminar, workshop and newspaper articles about how we can mix cultures and understand each other</p>	<p>Through the project SPRING</p>	<p>Have already started in March with BILDA</p> <p>Seminar HEJ GOTLAND May 3 at the Competence Centre</p>	2 named persons	
Society (A)	<p>Work with a team of multicultural backgrounds to create a receiving / appealing welcome for anyone arriving at the new cruise terminal</p>	<p>Approach the business community department to start a process towards 2017-2018.</p>	May 2016	named persons	

Group / Theme	Describe what you want to do	How should we do to implement it?	When do we start?	Who takes responsibility for what in the project?	Group Contact Details:
Society (B)	Find out which rules make it difficult to get a job or start a business	<ul style="list-style-type: none"> - Interview newcomers - Ask volunteers - Employees at the Integration Unit 	May–June 2016	2 named persons + employees at IE (the Integration Unit)	
Language and Education	<ol style="list-style-type: none"> 1. Language support at examinations 2. Start evening classes in all kinds of subjects 3. Reward system for social activities 4. Arrange exams in English in order to be able to study gy courses 5. Interpreter education 6. Land management Education with professional Swedish language 	<ol style="list-style-type: none"> 1. Educate language assistants 2. If you get good results at the SFI courses (Swedish for Immigrants), you get free entrance to the public swimming pool, movie tickets, gym tickets etc. 3. Contact colleges who teach in English 4. 1 year education 5. 350 GY points 	1, 2, 3, 4, 6 autumn 2016	<ol style="list-style-type: none"> 1. Gotland Competence Centre + named person 2. Grönt Centrum (agricultural education) (Named person), Competence Centre. Study federations, folk high school (named person) 3. Region Gotland / competence platform 4. Folk High School (named person) Grönt Centrum and Competence Centre (2 named persons)	
Language and Education	<ol style="list-style-type: none"> 1. International upper secondary program 2. Education and housing at the Folk High School for those between 18–21 years 3. The right to borrow books on the libraries with LMA cards 	<ol style="list-style-type: none"> 1. years 2. Introduce the so-called folk high school path 3. Kultur och Fritid (Culture and leisure) takes care of this 	<ol style="list-style-type: none"> 1. 2018 2. 2017 3. Autumn 2016 	<ol style="list-style-type: none"> 1. Wisby Gymnasium – named person contacts WG 2. Folk High School (named person) 3. Kultur och Fritid (Culture and leisure) (named person) 	
Validation	????	????	Now we begin with validation of newcomers Responsible Integration Unit / Labour Market Unit Compensation for advisors	System of validation, education / industry FINSAM (Financial Coordination) project for validation (named person)	

Appendix 8:

Output To-Do Seminar Åland: Barriers

BARRIERS / OPPORTUNITIES:

- Language
- Guidance
- Invisible women
- Obstacles depend on who you ask
- Friends, friendship, private shy Ålanders
- Discrimination
- Several know English, support
- Others have another alphabet
- Slow study pace
- Participants are at different levels, lack of resource?
- Teachers cannot explain in English
- System and competence
- Integration conversation mostly within the group
- 8 hours of class is too much, should be complemented with conversations with people who have Swedish as their mother tongue
- Winter: everyone sits at home
- Prejudice / fear for the others
- The associations do not reach people / can not find each other
- "Culture as a barrier" (some political views)
- Denies that "the other" is a human being – "othering" (andrafiering)
- Think of your own safety – reason for closing the community
- What norms do we support?
- Job opportunities – Want to work with what you know, but get mostly cleaning and care jobs
- No guidance available: study guidance, work guidance, internship opportunities, lack of information about existing services
- Privatization of public companies creates barriers that are quickly visible to immigrants
- Bureaucracy
- Unwritten rules and standards
- You must first find a job yourself (at least 4 months contract) and FPA card (social security card), residence permit, and then you can register at AMS (job centre) or go to SFI courses (Swedish for Immigrants)
- Authorities that provide different answers to the same question
- Educations and validation (brain waste)
- Access to driving license and car (to obtain driving license, you need a FPA card), public transportation so bad
- Difficult to find housing (they ask if you have a job)
- Prejudices
- Fear
- Discrimination
- Cultural differences
- Not to feel at home, welcome, included. If there is no possibility of independence.
- Complicated routines, no citizenship - no ID card - no mobile subscription, difficult to find all the ways in society itself
- The study year in Swedish education, starting August and January. Must be a continuous start.
- There should be a course for illiterates and another for academics
- Frustrating not being able to demonstrate ones competences
- To validate grades and degrees, and sometimes discover that competences are not worth anything.
- Social integration. Hard to feel togetherness, get acquainted.
- Missing an information course about society, how to know where to shop / to buy headache tablets, etc.
- Ignorance about other countries, cultures make you feel scared / unsecure
- Professional terminology
- Absence of reference persons and contact networks, racism, regulations, e.g. in connection with registration, lack of good and clear information when finding work, to know where to go

Appendix 9: Output To-Do Seminar Åland: Visions and dreams

GROUP 1

- Joint experiences
- Free meeting places
- Alandica Culture House open to everyone at least once a month with multicultural food
- Everyone has the ability to read and write
- Low thresholds
- Free internet on Åland
- Visions that you can use newcomers' culture, competences, network and language in businesses
- A natural forum where Åland and newcomers can meet

GROUP 2

- That newcomers know the association's activities and that someone can bring them there

GROUP 3

- Language classes at the workplace during working hours and the opportunity to study on Saturdays
- Simplified bureaucracy and rules
- Information centre & guidance that is visible and well marketed, unlike the Medis Kompassen that few people know of
- Language guides / mentors that you can talk to – can be volunteers or as conversation groups
- The mother tongue is a resource for learning the other language? Language teacher who knows the language of the student
- Packaged solution for newcomers, e.g. plan for language education

GROUP 4

- Information – Organization, Person responsible for helping with practical matters
- Information requires language proficiency: each authority provides help in one's language – is there an app?
- Faster access to internships – Several

companies take interns / compulsory for companies and associations

- The Ålanders don't know anything about us – we try to open ourselves to the Åland culture, the vision is that we are interested in each other / interaction
- It must be faster to approve / acknowledge / validate skills gained elsewhere
- All associations listed on a website in several languages
- Integration, assimilation, communication – feeling at home without having to be equal
- The proximity and personal networks facilitate information between the Ålanders – we create the same conditions for everyone
- We all need the languages that all those living here can speak: the languages are a resource for society
- The community / politicians, individuals / families take shared responsibilities, such as organizations, companies and associations do
- The municipalities keep international agreements and receive quota refugees

GROUP 5

- Language Course (SFI) from day one. You can talk and feel safe
- Individual support (get help even if you do not pass the course directly)
- Build the courses so everyone feels they get the support they need
- Different learning methods.
- Competent educators
- Simple bureaucracy – guidance, manuals. Clear instructions. Clear info about who to contact for help.
- Effective bureaucracy (faster processes)
- Lower tax rates for students, maternity leave, etc.
- Easy to get internships, both via SFI and AMS

- More social meeting places, cultural venues, life in the centre
- Use venues where people come (e.g. libraries)
- During winter more activities and places where you can bring your children, longer opening hours
- Local role models for children
- Widespread friendship organization
- Better public transportation
- No racism, discrimination
- We are not afraid of each other
- We have dinner together, cook together (more such initiatives)

GROUP 6

- That there is a plan for all newcomers, the feeling of being welcome. Social information based on individual backgrounds
- Developed models that can be flexible.
- Use those who have already made the journey – possibility to employ and highlight the skills as newcomers. It has another value when a countryman, who made the same trip, can guide you. Experience self-esteem.
- Many interpreters / language support / friend-interpreters
- Meetings that create curiosity, where the people are visible and not the group.
- Interests that unite – makes it possible to see the individual – you get a common benefit.
- Everyone should study Swedish efficiently and start at once.
- Everyone gets a job and it is easy to validate grades
- Everyone quickly gets ID cards and "becomes" someone who can also use the services of the authorities.
- Women experience equality and independence
- Cultural knowledge / education for Ålanders – both to provide knowledge and to prevent fear

Appendix 10: Output To-Do Seminar Åland: Implementation

What do we want to implement?	How will we do it?	When will we do it?	Who is responsible?
GROUP 1			
Spread information and facilitate more meetings	Use Emmaus working pool for snow removal. Take a trainee to Save the Children. Invitationsdepartemantet (United Invitations). Spread the information by giving out brochures, information cards and telling about the working pool, Kompassen, Invitationsdepartemantet (United Invitations)	7/11/2016	Lotta is trying to fix jobs with snow removal and internship for a Medis student Viveka tries to arrange dinner via Invitationsdepartemantet (United Invitations) Everyone spreads information
GROUP 2			
Get in touch with my workplace: inform about the newcomers' situation with regard to the labour market, knowledge and situation. Opportunity to receive a trainee. Continue developing the integration work. Introduce the mentorship on Åland according to Luckan. Affect politicians to extend the support to Kompassen so that it can accommodate more tasks. Inform and tell and influence through coffee meetings, stories, cultural evenings, etc. Meet to see what we can do together. Help strengthen cooperation between different bodies. Common coffee meeting for all organized under Kompassen. Ambassador operations	In cooperation with Kompassen, organize courses and events in the theater area. Receive a trainee. Active players in housing and working environment Presentations, Red Cross, Library, Alandica (Free)	Starting tonight. Starting the conversation next week. Will take it up at the meeting of 8 November. Next spring / autumn 2017	Everyone in the group feels personal responsibility
GROUP 3			
A To-Do Seminar in a SFI class at Medis to gather ideas about inclusion	Seminar a couple of lessons one school day	The planning has just begun	Siv will book a class in early February 2017. Helena compiles the information material. Vesna and Ulrika participate in the planning and implementation together with Helena and Siv. Vesna does the Facebook group.

Links to articles and press about To-Do:
nvl.org/Content/To-do-seminarium-aktiverar (Swedish)

What do we want to implement?	How will we do it?	When will we do it?	Who is responsible?
GROUP 4			
<p>Swim school for Muslim women, find out where there are burkinis - Pernilla Karlsson</p> <p>Information for the municipality before arrival of quota refugees - Anna Aakula</p> <p>Participate on the restaurant day - Mirjana Babic</p> <p>Spread information about Kompassen and about Emmaus work pool - Pernilla Söderlund</p> <p>We will actively consider supporting businesses driven by people of different backgrounds and homeland</p>	<p>We make them our regular businesses and everyday lives</p>	<p>Today</p>	<p>See above after each activity</p>
GROUP 5			
<p>Create a meeting place</p>	<p>Culture Café</p> <p>Different tables, questions on the tables, get discussions and talks started about different themes (idea storysharing)</p> <p>At Emmaus Café (Return Café - Job training and internships for unemployed)</p> <p>approx. 20</p> <p>Collaboration with Kompassen, multicultural association, Emmaus, NIPÅ (Nordic Institute Åland)?</p>	<p>Planning now - January</p> <p>Café January 2017</p>	<p>Planning: Helena, Effie, Camilla</p> <p>Marketing: h, e, c, Maria</p> <p>Venue: Camilla</p>
GROUP 6			
<p>Arrange a pop up international café with international pastries and where you can come and discuss / brainstorm with people. At the City Library</p>	<p>Outreach work via Medis/ Kompassen and different networks</p>	<p>A Sunday in January 2017</p>	<p>Minna markets and books venue. Arisa markets and contacts bakers, Monica markets and does networking for participants, Johanna markets, facilitates and accounts for eventual costs. We will all think about how we can attract some more men.</p>



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