



INNOVATION FOR INTEGRATION

**Learnings on
How to Improve the Integration
of Children and Youth**



GLOSSARY

Refugee: Someone who has been forced to flee his or her country because of persecution, war or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group.

Migrant: Any person who moves, usually across an international border, to join family members already abroad, to search for a livelihood, to escape a natural disaster, or for a range of other purposes.

Immigrant: A person who comes to live permanently in a foreign country. In this report, when we use the term immigrant, we do not distinguish between a youth's reason for being in Sweden, e.g., if they are a refugee or migrant.

Newly arrived immigrant: An immigrant who has lived in Sweden less than five years.

Unaccompanied minor: Refers to a migrant or refugee younger than 18 years old who came to Sweden without a parent or guardian.

Accompanied minor: Refers to a migrant or refugee younger than 18 years old who came with a parent or guardian to Sweden, or has been joined by a parent or guardian after arriving in Sweden.

Accompanied/Unaccompanied youth: Within the Innovation for Integration program, the social ventures support newly arrived migrants up to 24 years old. In this report, the term youth includes all beneficiaries whether they are minors or young adults.

Social venture: An undertaking by a firm or organization established by a social entrepreneur that seeks to achieve a sustainable and social objective.

Social entrepreneur: A person who builds and leads a social venture.

Social impact: The change that happens for/to people as a result of an action or activity.

Impact scaling: Growing an impact to reach as many of the target group affected by the problem as possible. This is most commonly achieved by reaching more beneficiaries with the solution.

SUMMARY

In the Innovation for Integration initiative, Reach for Change funds and capacity builds social ventures that work to improve the lives of immigrant children and youth. A key component of the capacity building is supporting our social ventures to explore and measure their impact.

Using statistical methods, we have explored the following two questions:

- First, we have investigated **if background factors—such as gender, country of origin, or being unaccompanied — affect immigrant youth's ability to integrate.** The purpose of this question was to determine if there are groups of newly arrived immigrant youth that need more support in the integration process. We found that no group of youth consistently integrates faster, which could indicate that factors such as personality, motivations, and luck might be more important than one's background. Even though no group of youth integrated faster across several/all integration areas, we did see that certain groups of youth integrated faster within some areas. This means that, according to our findings, all immigrant youth — regardless of background — need support to integrate, but the areas within which they need support differ. Another key finding was that high mental well-being consistently correlated with faster integration, indicating that mental well-being is a key enabler of integration.

- Second, we have investigated **if our incubated social ventures demonstrate proven impact.** The purpose of answering this question was to determine if the social

ventures' solutions were ready to scale and could benefit a larger group of children and youth. We found that all social ventures demonstrated proven impact for at least one of their targeted outcomes and at least one of their programs. To our knowledge, because of the rigorous methods we have used to measure impact, social ventures that participated in the impact measurement have a high degree of proof of impact compared to other integration initiatives in Sweden.

Finally, for Reach for Change as impact investors, one key takeaway from this project is that measuring impact is not primarily useful as a basis for making (re) investment decisions. This is because the available methods to measure impact of most social initiatives, in this case small-scale integration initiatives, are still too undeveloped to reflect absolute truths about the social ventures' impact. The primary role of impact measurement for early stage social ventures is rather to shift the focus from “running activities” to “creating impact”, and catalyze learning and development. Therefore, we would not exit a social venture just because they are not demonstrating targeted impact results, but we would be likely to exit a venture that neither shows results nor a willingness to learn and develop.

This report has been abbreviated to suit a wider audience. If you would like to review our work more in-depth, use our measurement tools or build on our methods for impact measurement, please visit:

www.reachforchange.org/i4ireport.

UNLEASHING THE POWER OF SOCIAL INNOVATION TO INTEGRATE IMMIGRANT CHILDREN AND YOUTH

Khalil comes from a village close to the border between Iran and Iraq. When Khalil came to Sweden in 2016, he walked the entire way on foot — by himself. In the beginning, Khalil thought it was hard to live in Sweden and felt no hope for his future. In his homeland, he had gone to high school and he wanted to continue his education, but he did not know how to do so or what he wanted to study.

Eventually Khalil began a Swedish language introduction program in Gothenburg. One day, Mitt Livs Val came to his school and told the class

about their group mentorship program with Swedish university students. Khalil immediately felt that this was a program for him.

Khalil tells us, *“In Mitt Livs Vals mentorship program, I have learned how I can pursue higher education and what I need to do to get there. My greatest dream is to become a lawyer, and now I know what grades I need and the different paths available to get there.”*

— Impact story submitted by Mitt Livs Val, 2018

Khalil was one of the many unaccompanied children and youth who, during the height of the refugee surge, made the perilous journey from their homes toward what they hoped would be a better future. According to the United Nations Refugee Agency, during the peak year of 2015, the number of people forced to leave their homes was the highest since the second world war. A staggering 65.3 million people were fleeing persecution, conflict, violence, or human rights violations.¹ Of those, 16 million were refugees

according to the UNHCR definition. Over half of the refugee population were children. Some of those children and youth, like Khalil, left with nothing more than what they could carry and no family to accompany them on the long journey. During the peak year of 2015, 95,200 unaccompanied minors came to Europe and applied for asylum.² This surge of young refugees created an urgent need for Europe to create effective solutions to integrate this vulnerable group.

Innovation for Integration

Reach for Change envisions a world where all children and youth reach their full potential. Our method for achieving this vision is to find social ventures that work to improve children’s lives, and fund and capa-city-build them within our incubator program. In 2016, Reach for Change responded to the surge of refugees by launching Innovation for Integration, a thematic initiative within our Swedish

incubator. This program was designed to help refugee children and youth have the same opportunities as non-refugee children. Starting in 2016, Reach for Change has selected seven social startups working with scalable ideas for integrating newly arrived children and youth to our incubator program, and supported them through grant funding, capacity building, and networking.

¹ UNHCR (2015). Global Trends, Forced Displacement 2015. DOI: <http://www.unhcr.org/576408cd7>

² EUROSTAT (2018) News release: DOI: <https://ec.europa.eu/eurostat/documents/2995521/8895109/3-16052018-BP-EN.pdf/ec4cc3d7-c177-4944-964f-d85401e55ad9>

THE NEED FOR EVIDENCE-BASED, SCALABLE SOLUTIONS FOR INTEGRATION

In the social sector, there is often an assumption that good intent will lead to positive impact. However, as studies show, aid efforts can often have little or no effect.³ For Reach for Change, the assumption of good outcomes is not good enough. For the social sector to effectively improve children’s lives, we need to measure impact — or absence thereof — and develop evidence-based solutions. With this report, Reach for Change aims to explore two questions on how integration solutions can become more effective:

• **Do background factors affect immigrant youth’s ability to integrate?** The purpose of answering this question is to learn if there are groups of newly arrived immigrant youth that need more support in the integration process.

• **Do our incubated social ventures demonstrate proven impact?** The purpose of answering this question is to determine if the social ventures’ different solutions are ready to scale.

Since 2016,
the social ventures in
Innovation for
Integration have
supported the
integration of over

3,000

children and youth
into Swedish
society.

In total we had

612

respondents to
the survey.

In 2017 we had 157
respondents, and in 2018,
455 respondents.

³ Arnold Ventures. 2018. When Congressionally-authorized federal programs are evaluated in randomized controlled trials, most fall short. Reform is needed. DOI: <https://www.straighttalkonevidence.org/2018/06/13/when-congressionally-authorized-federal-programs-are-evaluated-in-randomized-controlled-trials-most-fall-short-reform-is-needed/>

Philanthropist without borders (2008): DOI: <https://www.thinknpc.org/wp-content/uploads/2018/07/Philanthropists-without-borders.pdf>

THEORY ON ACHIEVING INTEGRATION

Our theory on achieving integration is based on a framework of integration by Alastair Ager and Alison Strang, researchers from Queen Elizabeth University. Their 2008 research⁴ on integration has been used to design government integration policies and programs in England and Scotland.

Ager and Strang define integration as being when a person achieves outcomes on equal terms with the majority population within employment, education, health, and housing (*top row in Figure 1*).

According to Ager and Strang, the achievement of these four outcomes tends to be reliant on fundamental building blocks, such as language skills, cultural knowledge, and social connections (*see all on rows 1-3 in Figure 1*).



Figure 1. The areas important for integration (Ager & Strang 2008)

All social ventures in the Innovation for Integration incubator program work to achieve one or more of the following outcomes:

- Improved language skills
- Increased knowledge of Swedish culture
- Increased social connections with established Swedes
- Improved connections with government authorities
- Increased opportunities for higher education
- Increased opportunities for employment
- Improved mental well-being



⁴ Ager, A., Strang, A., (2008) Understanding Integration: A Conceptual Framework. Journal of Refugee Stud. 2008;21(2):166-19

METHOD FOR MEASURING IMPACT

We have assessed whether each incubated social venture demonstrated proven impact by surveying the youth who participated in their program activities. By “demonstrated proven impact,” we mean that the

method has strengthened the average participant's ability to integrate, in comparison to a control group or baseline data in the same group.

Data collection tool

To measure the level of integration we have used surveys. We have designed our surveys based on Ager and Strang’s theory on integration. In our surveys, participants rate themselves in each area of integration. For example, to assess the level of integration in the area “language,” youth were asked to rate to what extent they agree with the statement

“I speak Swedish as well as I speak my native language.” In addition, the participants were asked to assess their experience of impact. For example, they were asked how much they agree that *“social venture X has improved my Swedish.”* All questions were rated on a seven-point scale, ranging from *“completely disagree”* to *“completely agree.”*

How we draw conclusions

In order to answer our two research questions, we compare self-reported levels of integration between different groups of respondents:

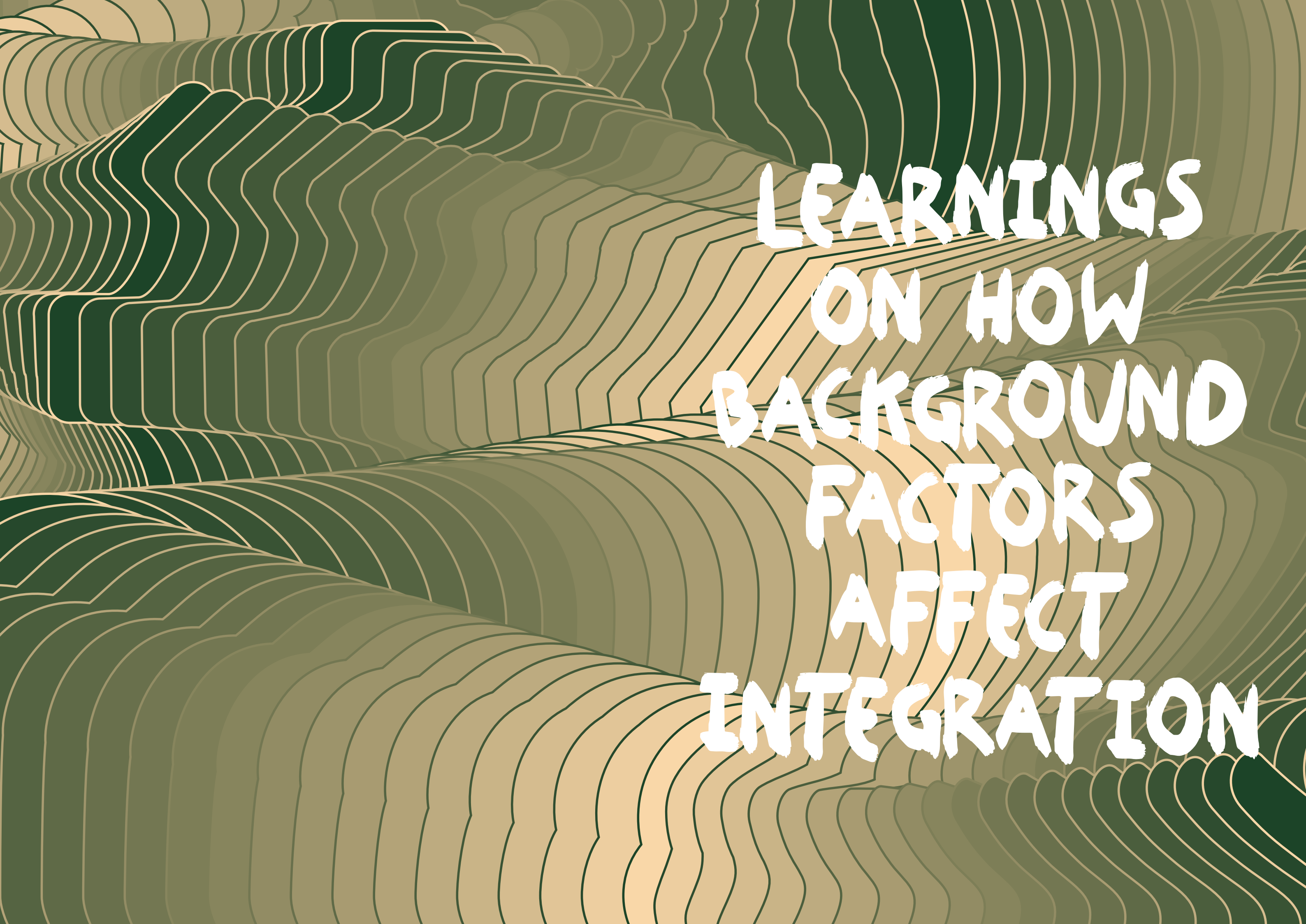
Research question	Groups compared
Do background factors affect immigrant youth’s ability to integrate?	Girls and boys, different age groups, accompanied and unaccompanied youth, etc.
Do the methods used by the incubated social ventures demonstrate proven impact?	Youth who have been in the program and youth who have not been in the program.

We check if differences are large and consistent enough to not be random: Some perceived differences can actually be a result of random chance. Our method tests if observed differences are large and consistent enough not to be random. A difference that can pass this test⁵ is referred to as a statistically significant difference. In this evaluation, we want to be at least 90% sure that any observed difference is not random in order to determine if there is an impact. We represent how sure we can be by using something called a p-value. In order for us to be at least 90% sure, the p-value has to be lower than 0.1 (p<0.1).

We check if the differences between the groups have affected the results: If we see a difference in level of integration that is statistically significant we make sure, as far as applicable and possible, that the groups have no other meaningful difference that could explain the results. For example, if we see a statistically significant difference between how girls and boys report their integration, we also check to see if there where other relevant differences between the groups, such as if the girls had been in Sweden longer than the boys.

For more information on how we have measured impact and integration, please see the full report at www.reachforchange.org/i4ireport

⁵ See full report for which statistical tests we have used.



LEARNINGS ON HOW BACKGROUND FACTORS AFFECT INTEGRATION

LEARNINGS ON HOW BACKGROUND FACTORS AFFECT IMMIGRANT YOUTH'S ABILITY TO INTEGRATE

The purpose of investigating background factors is to determine whether any group of youth seems to be in more need of support to integrate than others. We have analyzed the following background factors:

legal status, family situation in Sweden, gender, occupation, country of origin, age, and how long the youth had been in Sweden.

No group of youth consistently integrates faster — personality, motivations, and luck might be more important than one's background

No background factor that we tested for — including gender, age, legal status, or whether one was accompanied — was consistently correlated with higher integration. Consistently integrating faster

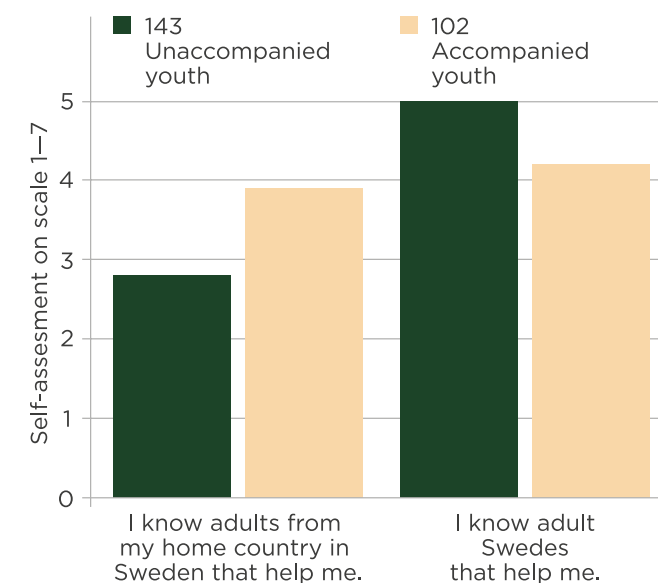
means that a background factor is only and repeatedly correlated with higher integration.

The lack of consistent correlation between background factors and degree of integration could indicate that much of the youth's ability to integrate is not determined by their background, or at least any of the background factors that we have identified.⁶ If successful integration is not determined by one's background, advancements in integration could be determined by more intangible factors that are harder to measure, such as one's personality, motivations, or simple luck.

The youth's background does not seem to influence the amount of integration support they need but could influence the type of support they need

Even though we were unable to determine that any background factors consistently correlated with a higher degree of integration, we did see that background factors could correlate with degree of integration in some integration areas. One example is that unaccompanied youth report higher support from adult Swedes compared to accompanied youth, but report lower support from adults from their home country.

According to Ager and Strang's theory, social connection with the majority population and with one's own immigrant group are both equally valuable assets for successful integration. Since both types of social connection are equally valuable for integration, we can not conclude that one group consistently integrates less and would need more support to integrate. However, these findings indicate that unaccompanied and accompanied youth could



need different types of support to integrate.

For example, accompanied youth might need more support than unaccompanied youth to build social connections with adult Swedes.

The groups were similar in all other background factors we could compare, such as how long they had been in Sweden. We can be 99% sure that the differences were not caused by random chance ($p < 0.01$).

One must look at background factors holistically

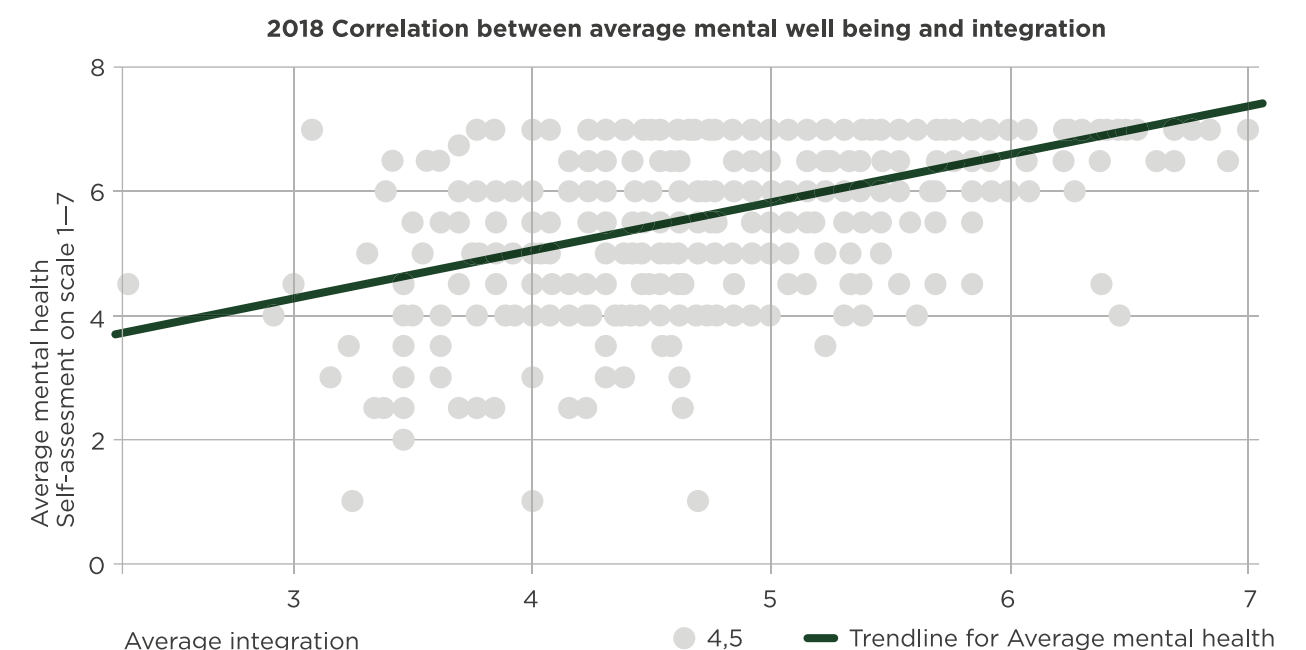
We also found that it might be too simplistic to look at one background factor in isolation. For example, we saw that the background factor "gender" had opposite effects on integration depending on whether the youth was accompanied or not. For accompanied youth, we

saw that girls integrated faster, while for unaccompanied youth, the boys reported higher integration. These findings indicate a need to look at a person's background holistically in order to determine his or her strengths and challenges in a specific integration area.

Mental well-being is correlated with high integration

Although no background factors (gender, age, etc.) consistently correlate with higher integration, one factor that does consistently correlate with higher integration is high mental well-being. In both 2017 and 2018, we see that high mental well-being is correlated with higher integration in the following integration areas: language and culture, safety and stability, and social connections. In 2017, we also saw a positive correlation between mental well-being and perceived opportunities for employment. This pattern did not repeat in 2018, though we did see a positive correlation in 2018 between mental well-being and perceived opportunities for education. We can be 99% sure that the observed correlations were not caused by random chance ($p < 0.0001$).

The pattern that mental well-being is consistently positively correlated with integration outcomes could mean that high mental well-being is a key enabler to achieve positive integration outcomes. However, based solely on the data we cannot rule out that the causality direction is reversed, i.e. that poor integration leads to poor mental well-being. The reason we favor the former interpretation is that even prior to our data analysis, the social entrepreneurs in our program have claimed that strengthening mental well-being is important to achieve other integration outcomes. The entrepreneurs argued that when working with youth who have mental health issues such as depression, PTSD, or suicidal behavior or thoughts, the entrepreneurs have to attend to these youth's immediate needs before they can work toward other integration outcomes. The combination of our findings and our entrepreneurs' observations indicates that youth with mental health challenges need more mental health support in order to pursue successful integration.



⁶ The lack of statistically significant relationships is likely also due to challenges with surveying this particular target group. For more information, see the section "Quality of study" in the full report at www.reachforchange.org/i4ireport



Our findings contrast with a study that concluded that unaccompanied youth integrate faster

Darvishpour and colleagues, a group of researchers from Mälardalen University, recently published a study (2018)⁷ that received media attention because they concluded that unaccompanied minors integrate faster than accompanied minors.⁸ One of their key arguments is that unaccompanied minors receive more support from Swedish society, such as dedicated social workers, residential care, or placements in Swedish families. Darvishpour and colleagues argue that this support allows unaccompanied youth to learn Swedish better and build relationships with established Swedes. Another of their key arguments is that unaccompanied youth's traumatic experiences have given them resilience to other challenges they might experience in Sweden. As an example, they claim that many unaccompanied youth's experiences of harassment in Iranian refugee camps make them very grateful to Sweden and eager to give back to society.

In contrast to Darvishpour and his colleagues' conclusions, our findings indicate that neither accompanied youth nor unaccompanied youth integrate faster. One explanation for the difference in results could be the difference in methodology. Darvishpour and colleagues' method is based on interviews with unaccompanied minors and staff from municipalities, city councils, schools, and residential care facilities for unaccompanied youth. In difference, we have included also accompanied youth in our research and systematically tracked how long the youth have been in Sweden, which we see as essential to take into account when investigating whether unaccompanied youth integrate faster than accompanied.

We also differ from Darvishpour and colleagues in our reasoning on how traumatic experiences affect integration, which further explains the difference in our overall conclusions. Darvishpour and colleagues argue that the traumatic experiences many unaccompanied youth suffer from have made it easier for them to be resilient and overcome

challenges in Swedish society. In contrast, a literature review of 22 studies on unaccompanied minors' mental health showed that unaccompanied minors had poorer mental health than their accompanied peers precisely because they had more often been victims of traumatic experiences, such as physical or sexual abuse.⁹ Furthermore, our findings indicate that poor mental well-being is negatively correlated with integration, so traumatic experiences might make it more difficult to integrate. Given these results, we strongly caution against portraying traumatic experiences as any kind of integration asset for youth.

⁷ Darvishpour, M, Asztalos Morell, I, Månsson, N, Mahmoodian, M & Hoppe M. (2018) Sammanfattning av arbetsrapport om nyanlända barns och ungdomars inkludering och jämställdhetsutveckling. Mälardalens Högskola: https://www.mdh.se/polopoly_fs/1.109575!/Menu/general/column-content/attachment/Sammanfattning%20av%20arbetsrapport%2020180312.pdf

⁸ This conclusion is not explicit in the report, but cited as a conclusion by Darvishpour in press communications. See for example: <https://lararnastidning.se/ensamkommande-mer-framgangsrika-an-andra-flyktingar/> or <http://www.fria.nu/artikel/130490>. In our personal communications with Darvishpour he cited this report as the source for his conclusion.

⁹ Huemer, Karnik, Voelkl-Kernstock, Granditsch, Dervic, Friedrich and, Steiner (2009). Mental health issues in unaccompanied refugee minors. *Child and Adolescent Psychiatry and Mental Health* 2009 3:13.

There is a need for inclusive integration programs that focus on the individual

As previously concluded, we do not see that a person's background — or at least any of the background factors we have identified — consistently correlate with high integration. This lack of any consistent advantage indicates that there is a societal need for integration programs that support a wide range of newly arrived youths such as children and young adults and youth of all genders.

Even in cases where we saw a correlation between one background factor or combined background factors and integration, the patterns were not consistent enough to conclude that one group integrates faster. In addition, the combination of background factors can affect integration. The complexity of determining how background factors affect integration indicates the need for programs that treat individuals holistically, rather than programs that categorically assume integration difficulties or strengths due to a single factor or combined factors in a person's background.

The overall lack of correlation between background factors indicates that intangible factors such as one's personality, motivation, or luck might be more important. One intangible factor that we have identified is mental well-being, which is more strongly correlated with high integration than any other factor we have identified. The possible importance of intangible factors for successful integration indicates a need for programs that focus on the individual and treat a person's mental well-being as an important basis for successful integration.

The background is an abstract composition of numerous overlapping, wavy lines in shades of orange and purple. These lines create a sense of depth and movement, resembling a stylized landscape or a series of concentric ripples. The colors transition from a deep purple on the left to a bright orange on the right, with the text positioned in the center-right area.

**THE
SOCIAL
VENTURES
DEMONSTRATE
PROVEN
IMPACT**



ALL SOCIAL VENTURES IN THE INNOVATION FOR INTEGRATION INITIATIVE DEMONSTRATE PROVEN IMPACT

In this evaluation, we have investigated **if the social ventures demonstrate proven impact**. The purpose of answering this question is to determine if a social venture's solution is ready to scale and can benefit a larger group of children and youth. In determining whether the social venture's impact is ready to scale, one needs to know not only if the program works for some youth, but to what extent it works for the

average participant. Proven impact refers to indications that the method strengthens the average participant's ability to integrate.

Note that four of the seven incubated social ventures participated in the impact measurement. In the following section, when we refer to "all social ventures" we refer to the social ventures that participated: IT-Guide, Mitt Livs Val, Right To Play Sweden, and Kompis Sverige.

All social ventures' solutions showed scaling readiness

Our evaluation shows that all our social ventures achieved positive outcomes for at least one of their programs, and accomplished at least one of their targeted outcomes. However, no organizations showed positive indications in all their targeted outcomes.

Nevertheless, we conclude that all social ventures have "proof of impact" because they demonstrate positive outcomes for the average participant. The social ventures' demonstration of "proof of impact" is a strong argument for the organizations' impact being ready to scale. To continue proving their positive impact, the next step is to solidify their method, and confirm that they can maintain the results they have shown also after initial scaling.

Our incubated social ventures have a high degree of proof of impact compared to other integration initiatives in Sweden

When determining whether impact is weak or strong, we need to benchmark the results against other Swedish social ventures or government initiatives that use methods that can demonstrate impact on the average individual. To our knowledge, there has been no other published attempt to measure short- and medium- term outcome results for integration using comparative methods. A comparative method compares something to something else. In our case, we compared the results from a survey after beneficiaries participated in a program with either the same beneficiaries' results before the program started, or with the results of a control group. In most evaluations, we have seen that non-comparative results are presented as proof of impact. Non-comparative results do not objectively assess if a change has occurred, but rather are typically generated by asking beneficiaries, after a program is completed, if they subjectively feel that a program had a specific impact.

In our evaluation we used both methods, and often found large disparities between results obtained through comparative and non-comparative methods. The problem with non-comparative results is that the majority of youth would generally agree with whatever targeted outcome they were asked to evaluate. In one case, individuals in a control group were given the wrong survey by mistake and were asked to assess to what extent the program had impacted them. Although they had not participated in the program, they generally responded that the program had impacted them. To see positive comparative results is much rarer, and likely more representative of reality. The disparity between non-comparative and comparative results indicates that non-comparative results, on their own, are not reliable to determine impact. Measuring comparative results, however, explicitly measures the difference in status before and after a given activity, and indicates if a change has indeed occurred.

Until other integration-focused social ventures and government initiatives start to rigorously measure short- and medium-term integration outcomes through comparative methods, there are no other impact results to benchmark the Innovation for Integration social ventures' impact against. The social ventures in Innovation for Integration have a high degree of proof of impact and strong measured scaling readiness.

Share your learnings and build on our method

We encourage you to share your impact evaluations with us so we can learn from your work and share it with our network. We also welcome others to build on

our work and use our publicly available measurement tool, which you can find in the full report. Be sure to share any findings or iterations of the tool with us. We believe that pooling resources on measuring integration is necessary to further advance the very challenging task of measuring — and more importantly advancing — integration among immigrant youth.

For those who want to review our work or build on our methods for impact measurement, please visit:

www.reachforchange.org/i4ireport

LEARN MORE ABOUT HOW OUR SOCIAL VENTURES IMPACT INTEGRATION

In this section, you will learn more about our social ventures' impact on the integration of children and youth, and how the entrepreneurs achieved that impact. Reach for Change asked the social entrepreneurs who achieved proof of impact to reflect on what their key methodologies were to reach those results. It is interesting to note that regardless of the social ventures' targeted outcomes, there were some recurring themes. For example, many entrepreneurs emphasized the need to see each individual's integration strengths and needs, while also considering common needs among the beneficiary group. Another recurring theme was the need to make long-term commitments to the youth. It is our hope that the advice from our entrepreneurs can guide others who support the integration of immigrant youth.

In addition to the method interviews, you will see impact stories from all seven incubated social ventures. For the social ventures that demonstrated proof of impact, we also feature selected outcome results. All social ventures with proof of impact also showed additional positive outcomes that are not featured in this report. For more information on these outcomes, see the full report at www.reachforchange.org/i4ireport.

KOMPIS SVERIGE

Kompis Sverige's youth program creates meeting spaces for newly arrived youth and established Swedes through school workshops, free-time activity programs, and friend matching programs.

STORY

- Rhoda made Swedish friends
- through Kompis Sverig

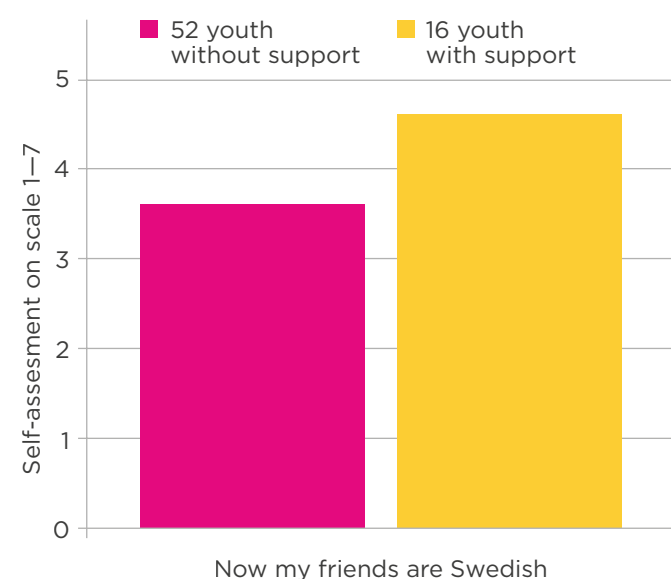
"My name is Rhodas. I am 17 years old and come from Eritrea. I came to Sweden one year ago and liked a lot about Sweden and the Swedish school. The teachers were much nicer here in Sweden than in Eritrea, but the weekends were rather boring because I did not know many people in Sweden and did not have any friends to spend time with outside school. Most of the time I just sat at home, and I rarely spoke Swedish outside school. One day Kompis Sverige came to my school and held a workshop. It was great fun, and I

got to know several new people from other classes. A week later I got a Swedish friend through Kompis Sverige. Her name is Sofia, and she is very kind. We will go swimming in a few days! It is great fun that I have someone to hang out with on the weekends and talk Swedish with. I have also been involved in several activities with Kompis Sverige, both theater and painting workshops. There I have met even more new friends and got to visit new places."

OUTCOME

- Increased network of Swedish Friends

In a 2018 comparison between participants in Kompis Sverige's Friend Matching Program and a control group, participation was positively correlated with a stronger network of Swedish friends. We can be 92% sure that the difference was not caused by random chance ($p < 0.08$).



KOMPIS SVERIGE'S ADVICE ON HOW TO INCREASE SOCIAL CONNECTIONS FOR IMMIGRANT YOUTH



In 2018, Kompis Sverige's friend matching program was positively correlated with building social connections with the majority population. Kompis Sverige's co-founder Pegah Afsharian and Executive Director Johan Bäckström reflect on the keys to achieving these results. They mention three things: work toward long-term relationships, see both the individual's and the group's needs, and be open to frequent adaptation of the program design.

Johan shares that **working toward long-term relationships** with established Swedes is key to building social bridges. Kompis Sverige's original concept was a friend matching program. One methodological challenge for Kompis Sverige has been that youth, unlike adults in their program, are often more reluctant to sign up for individual matchmaking and prefer to socialize in larger groups. To address this issue, they started programs with social activities in groups and school workshops. However, in Reach for Change's evaluation, their friend matching program was still most frequently correlated with positive integration outcomes. Johan shares that the results reflect his gut feeling that the friend matching program is most impactful because it builds more long-term relationships. He sees leveraging Kompis Sverige's other programs to create interest in joining the matchmaking program as key in their strategic methodological development.

Pegah shares that another methodological key for Kompis Sverige is to **see both the needs of the group and the needs of the individual**. From her experience, the needs of the group are often shifting. These can change for reasons ranging from the political climate to the particular composition in the group. She believes that it is also important to see the individual's needs and personality to help them get the most out of the program.

Finally, Pegah believes that if an organization wants to achieve impact, it must **be open to frequent adaptation of the program design**. In her experience, it is important to focus on the impact one wants to achieve and not get stuck in a particular solution. Pegah finds that we all like to imagine progress as linear, but in reality that is rarely the case. She concludes that when prototyping new ideas it is important to also be open to failure, since failure also will give you more insight into what actually works.



MITT LIVS VAL

Mitt Livs Val runs a mentorship program in collaboration with colleagues and universities in which students act as mentors for newly arrived immigrant youth in order to strengthen the group's opportunities for higher education.

STORY

- Mitt Livs Val increased Zaahira's knowledge of higher education

"My name is Zaahira, and I am 18 years old. I originally come from Somalia and came to Sweden with my family two and a half years ago. I am currently enrolled in the Economics program at Gothenburg High School.

In the spring of 2018, I participated in Mitt Livs Val's group mentorship programs. It was a difficult time for me. I was new in Sweden, and I was struggling to know what kind of education I wanted to pursue.

It was difficult to know what my options were after the Swedish Language Introduction Program (SFI), and I did not know so many people in Sweden. I did not know how to reach my dream and how to become integrated

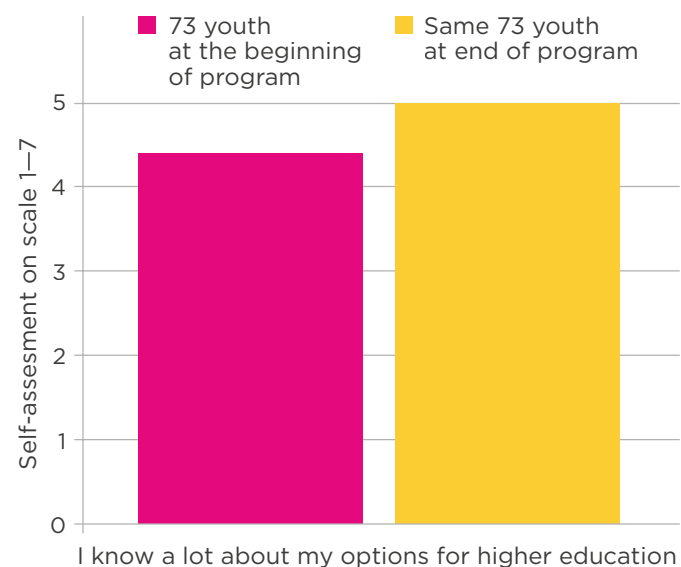
in society, but after I joined Mitt Livs Val, I learned everything about my opportunities for education, for example how I can pursue higher education and which university programs are available. Since the program is based on talking a lot with each other, I have also practiced Swedish with the students. I think it is important to learn Swedish and pursue higher education because it is the best way to integrate.

I am very grateful to Mitt Livs Val because I have gotten this great opportunity. Mitt Livs Val has changed my life and given me hope for my future. Now I know what I want and where I am going."

OUTCOME

- Improved knowledge of higher education

In a 2018 comparison between how participants in Mitt Livs Val perceived their knowledge of higher education before and after participating in the program, their perceived knowledge increased. We can be 97% sure that the difference was not caused by random chance ($p < 0.03$).



MITT LIVS VAL'S ADVICE ON HOW TO STRENGTHEN EDUCATION OPPORTUNITIES FOR IMMIGRANT YOUTH



Rebecca Madhani, Executive Director at Mitt Livs Val, says that the biggest difference Reach for Change's support in impact measurement has made for their organization is that it has shifted their mindset from focusing on activity to focusing on impact. As part of this focus, Rebecca says that in 2018 Mitt Livs Val has worked a great deal on developing their method to increase their impact on education. Their efforts were reflected in the improved 2018 outcome results that showed that Mitt Livs Val had impacted youth knowledge of university studies.

Rebecca reflects on how they have achieved these results and mentions three things: improve structure, use role models, and see the individual.

First, Rebecca shares that a key priority has been to **improve the structure of their programs**. Part of this process has been to create continuity through the program, and create focus topics for each session (e.g., improving one's study technique) that clearly connect to the overall goal of strengthening educational opportunities. Mitt Livs Val has also invited lecturers and guidance counselors to further strengthen the program offering within these focus areas.

Secondly, Rebecca sees **using role models as a key** part of their strategy. As a way to introduce role models, a focal element of Mitt Livs Val's methodology has been to run mentorship programs. The program includes one-on-one mentorships but also activities such as "speed dating" with students. Rebecca believes that a diversity of role models is important, so Mitt Livs Val also provides networking opportunities with professionals.

Finally, Rebecca also mentions **seeing the individual** as a key part of their strategy. She shares that it is important to build a relationship with each youth and make each person feel safe, seen, and heard. As part of this process, each youth formulates a goal for their education and together with the mitt Livs Val team, identifies paths to reach that goal.





IT-GUIDE

To help unaccompanied and newly arrived minors integrate, IT-Guide employs immigrant youth to educate seniors in IT during evenings or school holidays.

STORY

- IT-Guide increased Ali's motivation
- to pursue a career in engineering

Ali is an unaccompanied minor from Afghanistan. For Ali, the best thing about his job as an IT-Guide is that he gets the opportunity to talk to people and gain professional experience. Before starting as an IT-Guide he had just started working as a temporary worker in home care services, but did not enjoy his job because he experienced racism.

Ali says, "To work as an IT-Guide has been an opportunity to do something positive together with other co-workers. The best thing about the job is that it has given me more courage to speak Swedish. Since we are in a language introduction program and mostly hang out with other newly arrived kids, we do not often

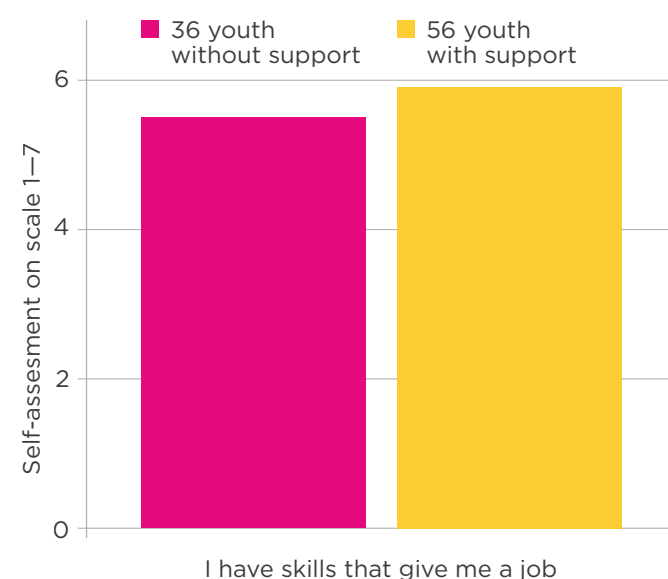
get the opportunity to speak to a Swedish person and to hear how they pronounce words we have learned. If we had questions we could not answer or words we did not understand we would look them up."

Ali continues, "For my high school studies I will pursue an electricity program. Maybe I want to become an engineer. Because when you work as an IT-Guide you receive many questions that you may not have thought of before, and then you have to figure out how to solve the problem and communicate it to another person. If I want to be an engineer, it would be a similar job showing others how to work out a problem."

OUTCOME

- Improved
- qualifications for
- employment

In a 2018 comparison between participants in IT-Guide activities and a control group, participation was positively correlated with higher qualifications for employment. We can be 99 % sure the difference was not caused by random chance ($p < 0.001$).



IT-GUIDE'S ADVICE ON HOW TO STRENGTHEN EMPLOYMENT OPPORTUNITIES FOR IMMIGRANT YOUTH



In 2018, participation in IT-Guide was correlated with higher qualifications for employment. Gunilla Lundberg, founder and Executive Director of IT-Guide and Morteza Akbari, Project Coordinator with IT-Guide, share some of their method learnings on how to integrate youth into the labor market. Their key methodological advice clarify each employee's role, create communication structures that support program delivery, and recognize the needs of the group and the individual.

In Gunilla's view, one of IT-Guide's key success factors is their rigorous training program for new employees that **clarifies the tasks included in their IT-Guide role**. Gunilla explains that since many of the youth lack professional experience, they have a hard time understanding what is expected of them. For example, on occasion when there weren't any visitors to the IT-Guide pop-up desks, the youth would sit around and wait for visitors to come by. To address this issue, IT-Guide included a checklist in the training program of tasks to do if there are no visitors, such as putting up posters or handing out flyers. Gunilla believes that creating clearer and higher expectations for the youth increases their sense of professionalism. She also finds that having clearer roles also raises youth self esteem.

Morteza shares that one of IT-Guide's key challenges has been to **create communication structures that support program delivery**. Because IT-Guide has scaled fast it quickly became necessary to create formalized communication systems. These structures included clarifying the chain of communication and ensuring that everyone uses the same calendar and reporting systems. Given that their employees are newly arrived immigrants with beginner Swedish skills and little to no professional experience, creating communication structures has not been an easy task. To help youth understand these structures, IT-Guide has created routines across the organization to document recurring problems and worked to preventively address those problems in the mandatory training that all new employees receive.

Finally, Gunilla and Morteza share that the single most important element of their methodology is to both see **the needs of the group and the individual**. Gunilla shares that seeing the group's needs was a leading reason she founded the organization, because many of the newly arrived immigrant youth she met had a strong desire to enter the labor market and participate in society. But she also believes that even though the youth that work for them share this desire, it is also important to recognize each individual's strengths, goals, needs, and talents to assess how IT-Guide can best support them.



© Teodor Axlund

RIGHT TO PLAY SWEDEN

In partnership with companies, football stadiums, and sports clubs, Right To Play runs a job training and employment program. They also run social activities with youth.

STORY

- Right To Play strengthened
- Mohammed's confidence

Mohammed arrived in Sweden without his family when he was 16 year old. Mohammed says, *"I was feeling bad because I did not know if I could stay or not. I longed for my family, and I felt small and helpless."*

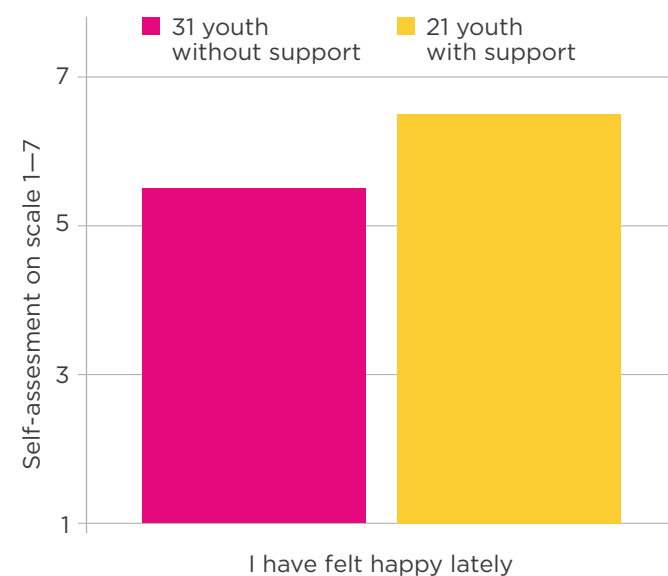
Mohammed's friends recommended Right To Play, and he applied to be a youth leader. When Mohammed got the job, he felt incredibly happy. *"This is a dream job. It is a job that gives me the possibility to give something back to the community that initially helped me. I can also aid more newly arrived youth to integrate with the society — support them to get a job, learn the language, expand their networks, and help them avoid social exclusion and loneliness."*

Looking back, Mohammed observes that a lot has happened since he first connected with Right To Play: *"Since I started in Right To Play, I have improved my confidence. Right To Play has opened doors for me that otherwise would not have been opened, and behind those doors there have been many possibilities. Now I long less for my family. I'm active instead of being at home and thinking about how much I miss my family."* He ends by saying, *"One of the best things with Right To Play is that I feel that there is a long-term plan. It makes me feel safe."*

OUTCOME

- Improved
- mental well-being

In a 2017 comparison between participants in Right To Play and a control group, participation in their programs was positively correlated with higher happiness. We can be 96% sure the difference was not caused by random chance ($p < 0.04$).



RIGHT TO PLAY'S ADVICE ON HOW TO IMPROVE MENTAL WELL-BEING AMONG IMMIGRANT YOUTH

Participation in Right To Play has been correlated with higher mental well-being, Anna Lindh, co-founder and Executive Director, and Frida Olsson, Program Manager, share how they achieved that outcome. Their key methodological advice: see the individual, make each youth his or her own changemaker, make a long-term commitment, and have fun.

Anna's and Frida's most important methodological advice is to **see the individual**. Frida shares: *"Even if there are many youth at an activity, we and our youth leaders have routines to make sure we talk to everyone, to find out what is going on in their lives, and to follow up on what they have told us before."*

Anna and Frida also emphasize that it is important to make **each youth his or her own changemaker**. Right To Play offers the opportunity for youth to customize the program for their needs. Frida says that the program managers and youth leaders listen to participants' needs and offer guidance on how different parts of their program can meet those needs, but the individual is still in charge of what path he or she takes through the program. According to Anna, equally as important as offering opportunities is communicating clear expectations to youth and holding them accountable to their commitments. She believes that these clear expectations contribute to the youth's sense of competence and empowerment. Right To Play also hires previous participants as youth leaders who plan and run activities for their peers. Anna explains that youth leaders become role models for new participants. Because of their shared backgrounds, the youth leaders strengthen the new participants' belief that they can be their own change maker and achieve their goals.



For Anna another key to improving mental well-being is to **make a long-term commitment to youth**. Right To Play's program has no time limitations, so youth can attend as long as they want to. According to Anna, the long-term commitment is key to creating a safe space where youth experience continuity. It also allows youth to develop at their own pace, knowing that the program will be there for them.

Finally, Anna and Frida add that it is important to **have fun** as well. In their experience, for many of the youth that struggle with mental health, it is important to simply provide a relaxed social context where they can laugh and have fun. Anna shares, *"We laugh a lot together. You can see on some new kids that they have not been happy in a long time and almost surprise themselves when they laugh."*





THE GOOD TALENTS

The Good Talents run leadership and social entrepreneurship programs for youth. The programs aim to give youth the knowledge, tools, and networks needed to succeed in an increasingly unstable job market.

STORY

The Good Talents improved Amin's leadership skills

Amin is 20 years old and recently arrived in Sweden from Afghanistan. He shares his story:

"Before I joined The Good Talents, I did not have the skills to do my work with quality. There were jobs for me, but I didn't know how to do them well. At the recreation center where I am employed, it was difficult to fulfill my task of leading the youth. I had no authority, and it felt boring and embarrassing when none of the young people I worked with cared. No one listened to me because they didn't see me as a leader. I had no idea what was going to happen and how far I would get with The Good Talents. They helped me to discover my potential, and after each time I went to the meetings I learned something new. I began to

believe more in myself and my self-confidence grew. An approach that was an eye-opener for me was "active listening" a good leader should listen to the opinions of others and identify their needs. I have learned a lot about leadership."

"Now I can make a greater impact on society and drive the recreation center with confidence. I have learned great tools, and today I feel like an active leader. I also feel that I have the knowledge required to start my own business and feel more prepared to lead my business. I can start by opening a small company that then grows and utilize my skills that I learned through The Good Talents."



KIDNOVATION

Kidnovation is working with practical tools to provide trauma treatment through storytelling.

STORY

Kidnovation increased Cecilia's empathy for refugees

Cecilia is a fifth-grade student at Södermalmsskolan. She has two classmates who recently arrived in Sweden as refugees. Cecilia has talked a lot at home with her parents about the 2015 refugee wave but has not had close contact or friendship with her new classmates. We asked Cecilia, "If you meet someone who fled his or her country what do you think about that person?" Cecilia answered, "I feel pity for that person and a little scared."

After our interview with Cecilia, we showed the class the storyboard to the movie "The Journey" and read the last chapter in the book "Sarah's Journey," a story

about a young refugee girl. After we asked Cecilia, "What would you do if Sarah stepped into your classroom?" she responded, "I would not avoid her, and I would ask her what her life looked like before she came here. I would long for recess because then I could talk more with her."

At the end of the class, we notice Cecilia's perspective had changed from pity to empathy. She has changed from not being interested in refugees and being afraid of contact with them, into being more interested in refugees and invested in learning from the experiences of her refugee classmates.





BARNRÄTTSBYRÅN

Barnrättsbyrån focuses on the human rights of children and youth. It is Sweden's first organization dedicated to children's rights that offers individual children and young people practical help, support, and advice.

STORY

- Barnrättsbyrån ensured that
- Reza received food and shelter

Reza was 17 years old when he came in contact with the Children's Rights Office. He said he was born in Afghanistan but grew up in Iran. He also told us that he came to Sweden alone two years ago to apply for asylum. At the time, he had housing and support from social services, and went to a school that he liked. In August 2017, his asylum application was rejected. His contact quickly ended with social services, and he lost his housing and his food allowance. When Barnrättsbyrån first met Reza, he told us: *"I have nowhere to live and have no money for food. I go to school and it has gone well but now it is difficult to concentrate in school."*

Reza says that with Barnrättsbyrån, he contacted social services about receiving money for food. *"It did not go so well for a long time when we received rejections and had to appeal to the court. We fought a lot together so that I could get money for food, and we were looking for someone who I could stay with. We had contact with three social service offices and many administrators and managers. We wrote to the social services and to the court. It took a long time before the appeal was accepted, and now all of a sudden social services told us that it is okay, that I can get money for food. I even got money for housing so that I can continue studying. It was because we did not give up. Finally, after almost a year, I got food money and even extra money for housing every month."*

In the end, Reza was given the rights he is entitled to by law. Reza says, *"All the struggling has given me money for food and housing. It enabled me to concentrate better in school and not feel as stressed. I have been able to talk to the Barnrättsbyrån when it has been the most difficult."*



FINAL REFLECTIONS

Invest in Social Ventures with a Strong Learning Culture

For Reach for Change as impact investors, the experience of supporting our social ventures to measure their impact has been a valuable learning journey. One key learning is the importance of investing in social ventures with a strong willingness to learn from their results. The available methods to measure impact of most social initiatives, in this case small-scale integration initiatives, are still too undeveloped to reflect absolute truths about the social ventures' impact. Therefore, Reach for Change would not exit a social venture solely because they lack positive outcome results. However, we might choose not to reinvest in a social venture that showed neither results nor a willingness to develop their methods.

We have been continuously impressed by the willingness of our incubated social entrepreneurs to learn from their impact results and develop their

methods. In 2017, many of our social entrepreneurs were disappointed or surprised because they did not achieve their desired outcome results; however, many were also motivated by the findings and focused extensively on method development. These efforts were reflected in the 2018 results, where we see an improvement for all social ventures: they either achieved more of their targeted outcomes or demonstrated impact on high-priority targeted outcomes. This improvement in results is interesting because the 2017 findings offered little concrete advice on how the social ventures should increase impact. Rather, the results offered a realistic picture for the entrepreneurs and a starting point for reflection on how to increase their impact. Based on this experience, when investing in early-stage social ventures, we see that one of the greatest values of impact measurement is not the results it generates but that it can shift an organization's mindset from "running activities" to "creating impact", resulting in that the leadership takes action to make the solution more impactful.

WANT TO LEARN MORE?

About the report

This report has been abbreviated to suit a wider audience. If you would like to review our work more in-depth, use our measurement tools or build on our methods for impact measurement, please visit:

www.reachforchange.org/i4ireport

About our the Innovation for Integration Initiative

Please contact Nicklas Wallberg, Country Manager Sweden, at

nicklas.wallberg@reachforchange.org

MAIN PARTNER:



STENBECKS
STIFTELSE

SUPPORTING PARTNER:

TEL2