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# The Fast Track Labour Market Integration of Immigrants

Work-related Learning of Culture,  
Language and Profession



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# Introduction

ANDREA BERNERT-BÜRKLE

Around 12.4% of the total population of the European Union (EU) were born outside Europe. In 2019, 2.9 million people from non-EU countries migrated legally to the EU. While many asylum seekers arrived in Europe in 2015 and 2016, the group of third-country immigrants is currently more diverse. It ranges from people moving to Europe for family reasons, well-qualified labour immigrants motivated to get to Europe by taking advantage of more flexible labour immigration laws, through to the most vulnerable groups such as quota refugees. Countries such as Austria, Belgium, Germany, Italy, Norway, and Sweden have been the main target destinations of refugees in the past five years. The countries and regions with high inflows of asylum seekers and immigrants have to find ways to integrate the newcomers quickly into society and the labour market – since many of them are likely to stay.

This study refers to the findings of the three-year empirical research project entitled “New Talents for companies – Developing the potentials of immigrants and refugees (Talents)”. The project focused on a new form of comprehensive language and professional training for immigrants and refugees geared towards supporting their fast access to the world of work – as jobs are considered to be the most important basis for successful integration.

As part of the research project, partners from Austria, Belgium, Germany, Italy, Norway, and Sweden joined forces to develop and test new integration strategies in countries and regions which have welcomed high numbers of refugees and which, in general, have high immigration rates.

The heart and driving force of the project was the City of Gothenburg’s “Hotel Talents” programme, an innovative fast track training scheme for immigrants and refugees that combines vocational and language training with practical experience in the workplace. The programme prepares participants for a first job within a short period of several months and builds a direct track to the labour market. The parallel, alternating structure of classroom-based language training, on the one hand, and professional training and internships in companies, on the other, led to promising results. High employment rates amongst participants proved that the concept is effective and a suitable measure to increase employment rates among those with a migration background.

In the course of the empirical research project, the model that had been implemented in Gothenburg since 2001 was transferred to Stuttgart and Oslo. Back in Gothenburg, meanwhile, the model was extended and fast track concepts and upskilling initiatives were developed further. The goal was to test the fast track training model in different legal, financial and structural frameworks focusing on the main characteristics of a fast track approach and the necessary functions to be assumed in the context of such concepts.

In Stuttgart and Oslo, training schemes and curricula for fast track labour market integration were developed in the following sectors:

- hospitality
- retail
- warehouse and logistics
- building and construction.

The study mainly refers to pilot training schemes in these areas, with a specific focus on those in the hospitality sector.

Some pilot projects also developed fast track training schemes for immigrants and refugees with an academic background, e. g. for doctors and those with qualifications in pedagogical and social studies or a degree in business administration. In Gothenburg, fast track training schemes have now been developed for more than 50 professions. In addition, upskilling pathways were designed to guarantee future career options and the prospect of a second and third job.

The pilot projects' partners are key stakeholders for integration in their countries on different levels and in different fields. They are responsible for the political and strategic steering of education and integration at regional and local level; they are experts in validation and guidance; and they offer language classes and vocational training and conduct research into integration issues. The following institutions contributed to the research project, as well as to this study and book:

- Volkshochschulverband Baden-Württemberg e. V. (Co-ordinator)/Germany
- Ministerium für Kultus, Jugend und Sport Baden-Württemberg/Germany
- Göteborgs Stad/Sweden
- Cuben Utbildning AB/Sweden
- Oslo Voksenopplæring Rosenhof/Norway
- Steirische Volkswirtschaftliche Gesellschaft/Austria
- Università degli Studi di Firenze/Italy
- Earllall (Association Européenne des Autorités Régionales et Locales pour l'apprentissage tout au long de la vie)/European, based in Belgium.

In addition to this study and book, the empirical research project has the following outputs:

- a European Modular Toolbox, providing training concepts, curricula, teaching materials, and other materials for practitioners delivering fast track training
- a competence-balancing app to support dialogue between employer, trainee, teachers and coaches on the skills required for a certain job
- curricula for training schemes for language teachers and guidance counsellors who work on fast track training programmes.

The study comprises contributions from both practitioners who work on fast track training schemes for adult immigrants and researchers at the universities of Florence

and Siena who describe, analyse and evaluate the empirical pilot project materials from a scientific perspective.

The target groups for this book are, firstly, staff in adult education such as teachers and other management or teaching staff, counsellors from the career guidance sector, staff in labour market services, and other facilitators of and stakeholders for integration working with refugees and immigrants. The study provides them with a large number of examples of best practice and ideas for effective pathways to jobs through training combined with work experience.

Secondly, the book is directed at companies and other employers that are interested in employing immigrants and refugees and in improving their support for new staff with diverse backgrounds. Companies will get valuable tips on how to create workplace language and professional learning processes for new international staff.

The study is also intended to inspire decision-makers at the political and system levels. It is an attempt for providing decision-makers with some evidence they might get be inspired by. The system level is required in order to anchor fast track integration programmes in existing integration structures. Most importantly, public funding is needed in order to deliver training. In addition, fast track schemes need to be connected to other local, regional and national language and vocational training programmes offered to immigrants. It is important to decide where and for which target groups fast track labour market integration training offers would be the best integration strategy.

Research objectives and contents as well as the main research findings about the definition of fast track labour market integration pathways are presented in Chapter 1. Chapter 2 is dedicated to the systematic literature review on the specific topic of the fast track labour market integration of refugees, including the main research that has been carried out in this field in Germany, Norway and Sweden.

The model of inter-institutional cooperation among business, adult learning centres and job matching services is described in Chapter 3. Fast track labour market integration initiatives have been successfully based on this model.

Chapter 4 is about practices that have been developed in the field of guidance. Guidance is the key success factor in fast track labour market integration projects. It is presented not as a specific service but as a mainstream service that involves both professionals and immigrants.

In Chapter 5, we present the examples of best practice that have been implemented in the main fields of training for fast track labour market integration for immigrants. These are: training for cultural change, language acquisition and professional skills development.

In Chapter 6, we provide some conclusions for policy-makers in order to provide evidence for the innovative potential of fast track labour market integration approaches and the related learning potential.

## Author

**Andrea Bernert-Bürkle** has more than 20 years of work experience in project management. She is the head of the European project unit of the Volkshochschulverband Baden-Württemberg (Germany). In the field of integration, she managed regional, national and European funded empowerment projects for immigrants and refugees, labour market integration projects, innovative initiatives on language learning in the workplace as well as intercultural training for various target groups like company staff and public administration staff. She holds a master's degree in communication and political science.

# 1 The fast track labour market integration of immigrants. The potential of work-based and workplace learning

PAOLO FEDERIGHI

## Abstract

In this chapter, we analyse the meaning of fast track integration into the labour market for refugees and the educational conditions provided for them. The model presented has mainly focused on work-based and workplace learning that is offered in time, before the refugee's latent employment potential disappears. The set of results achieved by the practices employed in Gothenburg, Oslo, and Stuttgart is analysed. The aim is to identify measures that support refugees and thus to shorten the time it takes for them to enter employment and become self-sufficient. The aim is to integrate training in language, skills development and labour market training and support the refugees in gaining work experience.

## 1.1 Meanings and functions of fast track labour market integration

This study intends to examine the ways of managing paths aimed at the fast track labour market integration of immigrants and, in particular, of refugees.

As part of the empirical research project, the fast track labour market integration strategy has been implemented for people with an immigrant background, with access to the labour market and with a need to match the professional skills and competences demanded by that market. Different kinds of immigrant profiles have been included in our target group, with refugees representing the most relevant sub-group. Research pilot projects are geared towards offering a common provision enabling everyone to enter the labour market for the first time. The different immigrants' backgrounds are taken into consideration through a personalised approach and especially through matching them with the quality of learning provided by the work experience, i.e. matching a person with the right workplace.

Among the different categories of immigrants, refugees are the most disadvantaged with an "employment rate (...) significantly lower than for other migrant categories" (OECD, 2015, quoted in Martin et al., 2016:16). "Whereas labour migrants start working almost immediately after arrival, family and humanitarian immigrants for whom employment is not the main reason for moving to a new country need more

time to become part of the host country labour market” (OECD, 2014, quoted in Martin et al., 2016:16).

Constructing learning paths that favour the rapid transition of refugees towards a first job opportunity is designed to integrate them into society and the labour market. The objective of integration can lead to controversial results. For some authors, the integration of immigrants corresponds to “incorporation of new elements (immigrants) into an existing social system” (Vermeulen & Penninx, 2000). For others, it corresponds to “the degree to which immigrants have the knowledge and capacity to build a successful and fulfilling life in the host society” (Marbach et al., 2018). In the first case, assimilation prevails; in the second, the focus is directed towards the development of the immigrant’s initiative and capacity to build their own new personal, social and professional identity. Integration is a complex and multidimensional construct, referring to integration into the economic, health, educational, and social contexts, including cultural adjustment, shared norms and immigrants’ social contacts with natives. It involves the activation of transcultural processes that initiate transformation processes of all: natives and immigrants (Robila, 2018).

From a temporal perspective, integration is a process that starts from the moment a refugee in their country of origin begins to define their transfer project. However, the phenomenon has mainly been studied from the moment of entry into the host country onwards. In this regard, there is a significant body of literature emphasising the importance of the post-migration experience as it relates to refugee integration. “First, several important studies have documented the economic, social, health, and psychological issues among refugees in European and other host countries. [...] Second, and more specific to this particular research question, there is also a large body of in-depth qualitative work illuminating the multitude of issues and challenges that arise from the uncertainty faced by asylum seekers and refugees while living in limbo” (Hainmueller et al., 2016). Since the first mass migratory flows from Albania and Kosovo followed by those from Afghanistan and Syria, some studies have been carried out on the relevance of differences related to cultural background and other distinctive factors related to the origin of immigrants (OECD, 2019:21–30).

The model trialled by the research pilot projects has mainly focused on understanding how to accelerate labour market integration through work-based and workplace learning, without paying particular attention to other variables. We regard the integration process as crucial given that “it enables refugees [...] to become self-reliant, contribute to the labour market with their skills and knowledge, practice their language skills, build up social contacts and become aware of cultural norms and traditions in their host society” (European Commission, 2018:1). On the other hand, research also shows that employment is the key factor in facilitating general social integration, more important even than language acquisition (with employment being the best way to acquire the local language) and certainly more important than vocational education (Lemaître, 2007).

Refugees can only be integrated into the labour market if they are offered a job opportunity in time before their latent employment potential disappears.

There is a window within which integration is possible (Hainmueller et al., 2018). How long does this integration window last? Integration has a dual function: to make the refugees taxpaying citizens as soon as possible, removing them from the limbo of assistance, and – more importantly – to prevent this condition from being perpetuated. The length of time for which refugees are forced to live in legal and welfare limbo has a negative effect on their future integration prospects. Studies show that the longer they spend waiting for a job, the lower their chances of labour market integration: “The longer waiting period considerably reduced refugees’ efforts to find work when the ban was finally lifted” (Hainmueller et al., 2018:3).

The research on the duration of integration shows that the longer the refugees waited for a decision on their status, the worse their subsequent employment prospects were, with each year of waiting reducing their likelihood of employment by 4 to 5 percentage points (Hainmueller et al., 2018).

This gradual reduction in the employment potential of refugees seems to be due marginally to the skill atrophy, but, mainly to psychological discouragement mechanisms.

The length of the integration window cannot be determined on a prescriptive basis. However, we know that the chances of integration diminish over time. This is why our study has focused on understanding the possibilities and the ways in which to build fast track labour integration learning pathways for refugees starting from their latent employment potential (Jeon, 2019).

## 1.2 The educational conditions of refugees and their latent employment potential

The category of refugees is diverse in its nature. It includes a wide variety of educational conditions that have a different impact on integration prospects.

The surveys carried out show that there is a prevalence, greater than 50% in each case, of holders of certificates equal to or lower than lower secondary education. The rest have qualifications at upper secondary (with percentages that can reach up to 30%) and post-secondary education level (with percentages that can reach 30%). The percentages vary according to the refugees’ countries of origin and destination (OECD, 2019).

The educational conditions are less favourable than those of labour immigrants. However, “even refugees with low educational attainment do not arrive without skills. In addition to cognitive skills and experience, refugees bring their hope and dedication to rebuilding of their life. They indeed have a strong motivation, which can be harnessed with appropriate policies” (OECD, 2019:35).

On this basis, the recommendations made by various international organisations have repeatedly stressed the need for a “customised approach (gender/age/education/family status) [as being] key for integration in the labour market. Assessment of quali-

fications and needs and developing an individual employment plan are key elements in employment support for resettled refugees [...]” (Martin et al., 2016:18).

For these reasons, the intervention model implemented by the research pilot projects through the three projects carried out in Gothenburg, Oslo and Stuttgart was intended to tackle the refugees’ latent employment potential (their characteristics, motivation, skills, abilities, experiences, etc. allowing them to perform effectively and contribute in broader or different roles in an organisation at some point in the future, Unactad, 2018).

The initial thesis is that immigrants and refugees in a position to work do not need to be professionally upskilled before entering the labour market: first school or vocational training, first language learning and then work. A propaedeutic solution merely serves to keep immigrants out of the labour market. It increases the risk of closing the “integration window” and increasing the number of marginalised refugees. Forcibly including refugees in educational institutions’ formal programmes can be supported for reasons based on particular policy options but not on evidence related to their lack of knowledge and skills. In this light, it reflects a punitive working culture (Stronge & Guizzo, 2018:221).

The recognition of certifications held is often regarded as an essential measure, capable of reducing the integration time in the labour market. However, it is hindered by the complexity of the procedures required in many states and by the inability of school and university systems to talk to each other, sometimes even within the same national borders.

Refugees do not emigrate because of their professional pathway. However, they do have their latent employment potential. It is up to educational action to implement processes that provide transparency and make prior learning expendable. Considering the refugees as a talent pool means building an intervention model capable of creating the conditions for this latent employment potential to be harnessed as soon as possible.

“Nevertheless, the introduction of fast track programmes has increased the demand for real competence assessment, which in turn will strengthen the immigrants’ position in the host country. Skills may be identified in the process, as measures for re- and upskilling may be needed to increase immigrant employability. Research pilot projects can secure language support for participants in the workplace so that they manage to function well at work and at the same time show progression in language mastery if this is a requirement for permanent employment.” **Oslo Adult Education Rosenhof, Norway**

### **1.3 The “Snabbspår” – the Swedish model of accelerating labour market access for immigrants**

Several institutions have stressed the goal of supporting refugees in order to shorten the time it takes them to enter employment and become self-sufficient by integrating language training, skills development and labour market training, and gaining work experience (not least in line with the recommendations of international organisations

such as the OECD and European Commission, 2018:11). It is a goal that has not only been criticised by sovereigntist politicians (“natives first”) but that has also encountered difficulties and limitations in its implementation. Sweden was the first European country to translate this objective into a political measure, which was adopted by the Swedish government in 2015 with the “Snabbspår – snabbare etablering av nyanlända” (“Fast track – a quicker introduction of newly arrived immigrants”).

Through this measure, the Swedish government wants newly arrived immigrants in Sweden to quickly find a job that is relevant to their own individual educational background, experience and interests. By creating fast track labour market integration programmes, the goal is to make it easier for newly arrived immigrants to establish themselves in the labour market (Ministry of Employment, Government of Sweden, 2016; European Commission, DG Employment, Social Affairs and Inclusion, 2019).

This policy measure was adopted through the Act on establishment contributions for newly arrived immigrants (Svensk författningssamling, 2010:858). This means that people who are over the age of 20 and under the age of 65 and have a residence permit as a refugee, quota refugee, person in need of protection, or their relatives are registered for introduction activities. An introduction plan helps people to receive what they need to enable them to enter the labour market, such as Swedish language training, work experience or employment training. As a rule, the introduction plan runs for a maximum of two years. Participants also receive financial support.

The basic components of fast track labour market integration are as follows:

- Swedish language training
- early assessment of experience, skills and motivation
- validation and assessment of education and professional skills according to industry-specific requirements
- vocational and study guidance
- fast track labour market integration and employment matching
- vocational language training, relevant for the professional area
- language training/supplementary courses combined with a work placement or job
- language support, supervisors and mentors in the workplace.

According to the results of monitoring, an increasing proportion of people taking part in the introduction activities have a post-secondary education qualification obtained through two years or more of study. Many of them have completed qualifications and training in occupations in which Sweden has a shortage of skilled and experienced labour. These include engineers, teachers, technicians, and doctors.

The key challenges identified by the Swedish government after one year of implementation included:

- “Swedish language training that is relevant for the professional area
- recruitment of qualified teachers is a problem
- fast track labour market integration programmes involve several different actions from different actors, which should be done in a certain sequence and with a short

time lag between actions. This will put high demands on the processing and delivery of Public Employment Service, other authorities, providers and employers

- strong demand from employers for information on fast tracks” (European Commission, DG Employment, Social Affairs and Inclusion, 2019:2-3).

Research pilot projects were based on the philosophy of this policy measure and set out to explore the possibilities for implementation, improvement, and transfer to other local contexts.

## 1.4 How to do it: the basic field of action

The acceleration of the integration processes for refugees is based on the ability to facilitate the matching of demand for integration of refugees and the possibilities offered by the contexts in which they can live and work. Facilitating the social inclusion and integration of refugees also requires a shift away from the present focus on formal, individualised education provision to a greater recognition of informal and social learning opportunities (Morrice, 2007).

This means looking for solutions not by imposing models generated by educational institutions in response to the needs of the natives but from the consideration of problems and learning needs of refugees.

Several reports produced by international organisations serve as important sources of information regarding the practices related to the integration of refugees and provide important insights into the barriers/obstacles to labour market integration (see Chapter 2).

The research pilot projects are focused on the main barriers that can be overcome through learning provision. Such barriers can be summarised as follows:

### a) Language

Many studies agree that knowledge of the host country’s language and, in particular, the specific language used in the relevant profession has a significant impact on both labour market integration and the general social integration process. Although the impact of this problem varies according to the kind of job that will be offered to the refugee, language instruction is important if it does not delay the refugee’s labour market entry and matches their occupational needs (Robila, 2018; OECD, 2016).

Language learning on the job is a common objective of the research pilot projects.

“Our main goal as an educational institution is to work with language functions and communication skills and to work on this in a work-oriented way. In the Talents concept, students and teachers learn from each other. Each participant actively draws on their own background and experiences, strengths and interests, both in planning and implementing language and professional education and training. In this way, teachers will also have an expanded role in task-based language learning. Not only is the teacher’s traditional role

more varied in terms of teaching and didactic conditions, teachers are also now bringing the language of work into the classroom to help the participants with the language they need to find a job and function successfully in the workplace.” **Oslo Adult Education Rosenhof, Norway**

#### b) Professionalisation and labour market

The lack of work experience in the host country and the lack of appropriate expertise in matching a refugee’s current experience to the roles applied for is a pertinent obstacle to accessing the labour market. Even in this case, however, the answer is not to separate training time from working time. The solution adopted by research pilot projects is to anticipate a refugee starting work and base the entire learning process around her/his learning while working. The challenge is to create the preconditions for learning while working at the same time.

“The managers are mostly recruited from within the company or the industry. Systems used for documenting the development and the skills of all staff are also used to look for potential new leaders. It’s always hard to find really good staff but it’s even harder to keep them. The manager’s role is to find staff who are capable and who will also fit in with the current group. The industry is tough and the good ones will always look for better positions, so finding good staff is an ongoing process. There are both men and women in all positions in a hotel. In housekeeping, you might find a few more women than men. Still, some of the best cleaners I’ve ever worked with are men!” **Teacher in Hotel Talents, Cuben Utbildning, Gothenburg, Sweden**

#### c) Culture

Cultural barriers can be the biggest obstacle. Cultural obstacles affect a refugee’s personal, social and working life. Studies agree that cross-cultural misunderstandings cause hostility.

For these reasons, overcoming cultural barriers is the main thrust of the whole training process implemented by research pilot projects.

“In the first round of hotel class, several participants said that they could not do any practice/work that involved serving alcohol. Participants were particularly sceptical of the housekeeping profession, which could mean clearing away wine or beer bottles or possibly filling up minibars with bottles of wine or beer. One of the NAV advisors on the project has had a positive experience of working with an imam at a local mosque. We invited him in and had a conversation which ultimately changed the perspective of several of the participants. There are various ways of interpreting the Qur’an and weighting the considerations differently. In this case, the imman said that it was possible that consideration for paid work and self-sufficiency could come before the consideration for not serving alcohol, that both are important in Islam. In other words, you can change how you look at things and the situation from an unbiased standpoint.” **Oslo Adult Education Rosenhof, Norway**

## 1.5 The basic functions

Language learning, professional development and support for appropriate cultural changes are the three types of lenses that the research project has addressed. The choice of a diachronic strategy, one not based on a hierarchical succession of the three objectives, requires the integrated management of three functions: the offer of embedded learning in the workplace; the design, direction and management of the training process; and the provision of information, guidance, counselling, and a service matching job supply and demand.

“To develop the best possible mental and physical conditions for learning, we need to be part of a community of learners, educators, volunteer organisations, civic and business leaders, policy-makers and others that constitutes the human resources of an educational system. Politicians demand cooperation. One solution is to choose a parallel approach at municipality level to integration work; housing, mental and physical health, civic integration, dual pathways towards education and/or (part-time) work. Success in the labour market for our target group cannot be treated as an individual challenge but as a public issue with structural causes.” **Principal, Oslo Adult Education Rosenhof, Norway**

The function of embedded learning at work is geared towards developing cultural transformation processes, strengthening language learning – particularly the specific language of the profession – and enhancing professional skills and cultural transformation processes that favour the integration of refugees into society and the labour market. The model developed by the research pilot projects is based on the harnessing of workplace learning potential. Workplaces are organisations that learn and teach. Each job has a certain degree of potential, determined by the processes in which a person is involved and by the amount of time that can be dedicated to reflection and decision-making. All companies offer learning opportunities. It is impossible to think of a company that does not base its existence on its ability to produce knowledge with respect to what and how it produces, who to sell to and how to sell it (Vicari, 2008:55). The content of work completed is the worker’s primary source of learning. The variety of duties, the challenges, the degree of self-sufficiency required, the feedback from colleagues and managers, the demands of teamwork, and the technologies employed: all of these are a daily source of learning, whether or not they are encoded.

Work ethic, the aesthetics, the management of a business process, relationships between different actors (managers, colleagues, suppliers, internal, and external customers) can be learnt anywhere. What it is learnt while working can either produce formative processes of growth or not. This depends on the quality of education in the workplace and on the extent to which it complies with the basic criteria of decent work. Potential for workplace learning also depends on the interpersonal relationships in that workplace. The manager of each team as well as the more experienced employees on it have a fundamental role to play in the growth of the people in that team. The educational quality of work experience is shaped by their advice, by formal and informal rules, by how mistakes are handled, and by the feedback that is given.

The culture of a workplace is an important contributing factor to people's personal and professional growth. Understanding and identifying with this culture is an essential condition for sharing the goals of an organisation. The educational potentials of work are determined by the meanings an individual finds within their own organisation. A certain kind of work can be considered "fully meaningful when it is done responsibly, not only due to the way it is carried out, but in relationship to the product and the consequences it generates; it opens us towards another neglected dimension of organisational models: ethical and moral correctness in the workplace" (Morin, 2004:7).

The task of designing, leading and managing the training process must steer the entire path towards the expected results. The task is to place immigrants and refugees within a process of cultural, work and social integration. It is not enough to find a job. We must ensure that people have the opportunity to build a decent life in their host country. Fast track labour market integration is, above all, a cultural, professional and linguistic learning path. The work experience gained during their training will not necessarily be the refugee's occupation for evermore.

"Mustafa started in the Talents class and got a job in a hotel, but he retained his goal of becoming a dentist. With guidance, he got the help he needed to take further steps towards this goal of becoming a dentist and learned to open up and widen his path to that goal. Instead of treating studies and working separately, he realised that he could do both and would have to do both to be able to support himself on the road to that goal." **Teacher in Hotel Talents, Cuben Utbildning, Gothenburg, Sweden**

Performing this function requires a high level of expertise in the management of adult learning processes at educational level, but also at social level. The classroom is only one of many places of learning. Design work, steering and management is also done in the city (in relation to different types of institutions) and in the economic system (companies, business associations, social economy, services).

It is a function that can be performed by organisations that do not only have staff specialised in language teaching. Several types of adult learning professionals are needed. They must be capable of designing, steering and managing a training process in which the disciplinary skills of the teacher have a complementary weight.

The function of providing information, guidance, counselling, and job supply, and demand matching is transversal in nature and affects the entire fast track labour market integration process. The whole learning pathway as defined by the research project can be considered a guidance process.

In the various stages of their training, the refugee is helped to find the best answer to their problems and aspirations. In a fast track labour market integration process, the transitions follow one another with an intense rhythm. It is not just about managing their entry into the learning process and, ultimately, their transition to the labour market. To achieve the expected learning outcomes, the refugee must also handle a variety of micro-transitions concerning their choice of workplace and the possible transition to a different company or a different job, the decision of whether or not to continue with their employment activities to ensure the expected learning outcomes or instead to

move towards setting up their own business, or the choice to continue their studies in order to obtain qualification certificates. At the same time, the immigrants also need guidance and counselling to assess their development in terms of learning the language or a profession and – something even more challenging – to resolve conflicts of a cultural nature and manage the resulting transformation processes.

Each of these types of guidance-related questions are answers that are based on the possibility to have professionals of adult learning that even know the different methods and guidance and counselling techniques. The function of information, guidance, counselling, job matching supply and demand is not based on the existence of a service, but rather on the ability of different professionals from various types of organisations to respond to the question of integration of refugees.

“Classical guidance structures for immigrants in the research project regions, e. g. in Baden-Württemberg (Germany), are usually ‘separated’ services, many of them focusing on just one very specific issue, e. g. guidance on general education, guidance on vocational training, guidance on language training and advice on how to find the right language class, guidance on job opportunities, guidance on the recognition of foreign education and training, guidance on general life issues such as housing, financial issues, etc. These specific guidance services are offered by different organisations. Neither the services nor the organisations offering them are well linked. Migrants might use all these different forms of specific guidance and spend a lot of time in guidance sessions but might still have problems in adapting the different types of advice to their individual questions. The challenge in the research project was to link the different pieces of advice and train participants to create individual strategies for their careers and lives on this basis. In addition, traditional guidance services rarely work with clients on a longer-term basis. Some individual meetings take place, often without any follow-up. In contrast to this, the research project’s guidance process can make use of the fact that different types of actors have the opportunity to build personal relationships with the participants over a longer period of time. This is often the main key to translating advice successfully into personal action.” **Project manager, Volkshochschulverband Baden-Württemberg e.V, Germany**

The purpose of all the information, guidance and counselling activities is to put the refugee in a position to become a worker able to practice self-directed guidance and use the set of tools and services that can facilitate this task. In this sense, the guidance has a transformative character: in addition to furnishing information, introducing the most appropriate options, providing opportunities for evaluation and self-assessment, it generally enables refugees to become aware of their own problems, the potential solutions and, when possible, creates ad hoc training opportunities.

The self-directed guidance is a process that is both individual and collective.

“In the research project model, guidance is also given in group guidance scenarios, involving other immigrants and enabling them to guide each other. Quite often, group guidance takes as its starting point real situations, problems and conflicts that will have been experienced by different participants in a similar way, e. g. at the workplace.” **Project manager, Volkshochschulverband Baden-Württemberg e.V, Germany**

## 1.6 Issues of research methodology

The innovative elements introduced by the research pilot projects have the common goal of extending access to the model to a wide range of immigrants (not necessarily with two years or more of post-secondary education and not necessarily interested in obtaining a professional qualification).

This option required developing and adapting certain features of the “Snabbspår – snabbare etablering av nyanlända” model in relation to four aspects:

1. replacing the vocational qualification with the goal of developing a work culture by establishing appropriate curricula
2. moving from a model in which the different training actions follow one another according to a linear logic to one in which training and work are integrated, thus anticipating the expected result of integration into the labour market
3. ensuring a transformative type of guidance that is largely oriented towards self-directed guidance
4. introducing change management processes into organisations so as to enable the recruitment and professional development of adult learning professionals who are able not only to teach or guide people but also to manage refugees’ growth processes, leading to fast track labour market integration.

### 1.6.1 Curricula

The research project model aims to allow refugees access to a work experience placement that can turn into a permanent job or that can be followed by a transition to another type of work or even back into the training system. Entering the world of work helps to develop a “work culture”. Refugees must be able to understand and interact with the system of shared assumptions, values and beliefs of an organisation that show people what is appropriate and inappropriate behaviour (from the dress code to norms of teamwork or how mistakes are handled). An organisational culture (Peters & Waterman, 1982) is crucial to a company’s success. In this sense, a cultural mismatch can block all kinds of integration processes.

To achieve this in a short space of time, the curriculum for the training programme must be specially designed. It is to be defined according to the expected learning outcomes. The themes or activities do not correspond to particular academic disciplines (geography, accounting, etc.) but to general or specific objectives that are required to produce the expected learning outcomes. All the various training activities carried out in the classroom, in the city or in the workplace contribute to the result.

Let us take as an example the Curriculum for Hotellklassen (Oslo), where the adult learning professionals: “based the various themes from working life on the working life section (*Arbeidslivsdomenet*) of the Curriculum for Norwegian language and Social Studies for Adult Immigrants, while some ideas are taken from the working life knowledge section (*Arbeidslivskunnskap*, *Kompetanse Norge*). Teaching is adapted to the abilities of each participant. Furthermore, we have linked the basic skills to specific learning outcomes and

specified the methods that can be used with examples from real-life documents at the hotels. **Teachers, Oslo, Norway**

### 1.6.2 Integrated methodological approach

A large number of studies share the argument that “combined training and language support with work experience might facilitate a more rapid access to work for some groups. This can go along with an assessment of skills and qualifications” (European Commission, 2018:16). Research pilot projects have experimented with another type of integrated methodological approach based on the simultaneous combination of work experience, study and cultural changes.

The teaching organisation allocates the bulk of the time to on-the-job learning (60% work experience and 40% classroom activities). It also stipulates that the time set aside for training should not take precedence over that dedicated to work. The work experience is not an opportunity to put into practice what has been learned in the classroom, but to learn new things. Under this model, training and work do not alternate. Work is understood as a reflective practice.

To this end, a mixed-method approach was adopted, characterised by the use of three main methods of training geared towards labour market integration: work-based learning, workplace learning and embedded learning (directed and self-directed).

In this context, the term “work-based learning” refers to practices for providing students with real-life work experiences. Although the literature contains hundreds of different definitions (Giffin et al., 2018), we are using this concept to apply just to the activities managed at school, not at work. In all pilot projects, this task has played a crucial role, especially in preparing authentic teaching materials for different purposes (such as language teaching). Work-based learning is a didactical mainstay of the curricula. It is related to training in different skills (basic competences) or topics such as career exploration, job hunting and CV writing, culture, roles and expectations in the workplace, informal rules in the workplace, employment contracts and wages, confidentiality, and environment, health and safety (EHS). A work-based learning approach is also followed to facilitate the learning processes related to other kinds of skill such as:

- cooperation skills
- service skills
- evaluation skills (assessing one’s own skills and questions such as the need for cleaning)
- learning strategies – lifelong learning
- initiative skills.

Developing these kinds of competence requires the workplace. Workplace learning is the way in which skills are upgraded and knowledge is acquired at the place of work. What people learn through real-life material needs to be expanded and tested in the workplace. From this perspective, the same work experience is not just a short-term experience of employment or any experience that a person gains while working in a specific field or occupation.

The workplace is the context in which immigrants evolve or develop their language, cultural, professional, social and managerial skills. It is through workplace learning that they are driven to study the organisations in which they work, the production processes they are involved in, the products or services they contribute to supply and the customers to which they supply goods or services.

Workplace learning processes represent the environment where the learning outcomes of work-based learning are validated and developed. For this reason, different operators are entrusted with the management of work-based learning. Refugees' professional and personal growth depend on the way these operators manage their learning processes while working. The team leader who directs the performance of work tasks has responsibilities that affect all aspects of project formation (cultural, professional, linguistic). Similar responsibilities lie with any mentor figures who encounter the refugee. The "teacher" has the task of monitoring the entire workplace learning path to promote the adjustment of learning and the educational quality of the work experience.

The learning processes that develop in the workplace do not only concern the formation of technical and managerial skills. They also have an impact on ethics, on personal well-being, and on the meaning a worker attaches to their duties. These processes are the result of the embedded and informal learning processes that act within the workplace, as well as the individual affinity of the refugee to learn. These learning processes are determined by different types of artefacts that exist within companies. They are reflected in the "knowledge containers" of a company: its physical capital, organisational structures, routines and individuals, and the type of relationships that develop in its functioning. It is on this basis that, during their work experience, the refugee gives meaning to their activity and attributes to their work a sense of social significance, moral correctness, pleasure from achieving results, the satisfaction of seeing their own autonomy recognised, of being the object of recognition, of experiencing positive relationships (Morin, 2004).

Embedded learning processes depend on the organisations in which immigrants work, their principles, their values, their people management policies. They are therefore entrusted to the various organisational actors.

However, it is the individual worker who – either alone or in a group – ascribes meaning to the work experiences that they gain in their everyday life. It is the individual worker who unknowingly goes through the processes to which they are exposed. It is up to the individual worker to develop their own "response", both in terms of behaviour and of attributing meaning.

"Housekeepers are proud workers; they find pleasure in preparing the rooms for the future guests. They try their best to leave every room with the feeling that they did that little extra thing for the guest to be happy. Most housekeepers I know would like to do more than their allotted time allows, which often makes them feel that they are not given the chance to use their full potential as cleaners." **Former Housekeeping Manager, Scandic Hotels, Gothenburg, Sweden**

This means that, in the course of their work experience, the individual immigrant should be enabled to consciously direct their relationship with the embedded and informal learning processes in play in the context in which they are working. The role of the “teacher” during the work experience is mainly to promote the development of awareness and management skills of immigrants with respect to the embedded processes and informal learning to which workers are exposed.

### 1.6.3 Adult learning professionals

The introduction of fast track labour market integration models requires a new profile of teacher to be created. The skills required differ greatly from those of schoolteachers. In this type of activity, knowledge of a particular discipline and how to teach it is not enough. Instead, the ability to manage learning pathways that develop inside and outside the classroom, in the city and in the workplace is essential. The teacher’s goal is not just to teach a language. The aim is social and labour integration through mastery of the language and cultural dialogue.

To this end, one has to know how to plan, manage and evaluate pathways to integration in the labour market. In addition to discipline-specific knowledge, one must also have knowledge and skills in adult learning and adult education and must also know how to relate with the world of work, understand how it works and be familiar with the production processes of the various economic sectors to which it relates.

It is therefore a specialist profile for which there is currently no specific academic training course. The person’s professionalism depends on their individual level of motivation and their ability to manage their learning processes, work in a team and make use of continuous training opportunities provided by the adult education centre for which they work.

Managing pathways for fast track labour market integration requires organisations specialising in the learning process for immigrants. Introducing this new type of activity into training organisations is a challenge for their leaders and requires a commitment to change management. The introduction of fast track labour market integration pathways leads the organisation to manage a type of activity that requires a change that is primarily cultural in nature. The new type of activity requires a change of mission (from teaching a discipline to social and professional integration), criteria and methods of managing work times (from the annual calendar of teaching hours to the times and rhythms of the work experience placements), of costs (from defining a budget with a teacher-to-student ratio distributed on an annual basis and in which length of teaching time is rewarded to a budget that requires an higher hourly learning cost and that leads to a reduction in the number of hours that an immigrant spends at the adult education centre).

It is therefore a more effective type of activity than others but one that forces the organisations into a cultural change management process.

“Leading change management practices in public service organisations, we can not only focus on tools and strategies and the willingness of someone to do the job but also take better account of how changes in teaching tasks and alternative structures of collaboration

can affect the behaviour patterns of employees, and how the norms and culture at the workplace can both inhibit and promote change. Planned change, such as efforts at team-building, is important to improve organisational functioning. It takes time to establish a common understanding among staff on how strategic development work will shape local development and to establish a good level of cooperation on key instruments in updating classroom practices according to central government guidelines.” **Principal, Oslo Adult Education Rosenhof, Norway**

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## 2 Fast track labour market integration of refugees. A systematic literature review

FRANCESCA TORLONE

### Abstract

This chapter presents a review of the literature on the fast track labour market integration for immigrants. The cluster analysis that is considered refers to refugees and asylum seekers needing to enter the labour market quickly. The literature review covers the studies and research that relate exclusively to the management of immigrants' and refugees' integration into and transition to the labour market through educational measures and devices and forms of work-based and workplace learning. The following indicators have been selected for the analysis: i) reasons for establishing fast track labour market integration; ii) the organisational dimension of models for fast track labour market integration; iii) targets of fast track labour market integration; iv) typology and components of the learning device (referring to workplace and work-based learning); v) indicators used to evaluate fast track labour market integration.

### 2.1 Introduction to the methodology

This literature review concerns fast track labour market integration for immigrants<sup>1</sup>. The cluster analysis that we consider includes refugees and asylum seekers needing to enter the labour market quickly. For our purposes, “refugees” are defined as “persons who are outside their country of origin for reasons of feared persecution, conflict, generalized violence, or other circumstances that have seriously disturbed public order and, as a result, require international protection” (UNHCR Statute, 1949). Other studies refer to “protection seekers and beneficiaries of protection” (PSBs), defined as “as third-country nationals who are seeking protection insofar they are entitled to work legally, either as beneficiaries of international protection under the Geneva Convention or EU legislation (subsidiary protection), or under some form of national humanitarian protection, insofar they are also entitled to work legally” (Arcarons, 2018:3–4). They have in common the often-disruptive migration circumstances that make them entitled for protection and/or humanitarian aid.

By “fast track labour market integration”, we mean defining and constructing pathways and actions that promote the fast integration of immigrants as employees into their first experience of the world of work. We have not considered the form of

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1 See Chapter 1 for the definition of immigrants adopted in this book.

labour market integration that comes about through immigrants setting up their own businesses.

This literature review looks at the studies and research that relate exclusively to the management of immigrants' and refugees' integration into and transition to the labour market through educational measures and devices and forms of work-based and workplace learning. The wealth of literature covering training methods for immigrants that do not include integration – not least via didactics – by learning a profession through workplace or work-based methods is therefore excluded.

The literature review covers the years from 2010 to 2019. This is due to the migration flows and problems that have increased and to reflections on how to manage the phenomenon and the kinds of answers to be provided in each of the countries selected.

Our review focuses on fast track labour market integration programmes in three European countries: Sweden, Germany and Norway. Sweden is the country that set up the model entitled *Snabbspår – snabbare etablering av nyanlända* (“Fast track – a quicker introduction of newly arrived immigrants”) in 2015. These three are top receiver countries in Europe that have welcomed large numbers of migrants, particularly migrants seeking humanitarian protection. From the very beginning, Sweden, Germany and Norway had to face the problem of employment gaps between immigrants and natives, and particularly between PSBs and natives (for Sweden see Bevelander, 2011), which pushed them towards a change in their “traditional” integration programmes. We selected countries based on the heavy management of immigrant and asylum seeker flows in the years mentioned above, with Germany being the top destination country and Sweden and Norway seeing significant numbers of asylum applications in relation to their populations (Blanc-Noël, 2010).

## 2.2 Sources

The sources that we considered refer to the academic output (books, essays, articles) about experience of fast track labour market integration in the countries selected.

Bibliographic research was undertaken using the Google Scholar and Academia Research Papers databases.

The searches were carried out using the following queries:

- Q.1. Fast track labour market integration AND refugees AND training OR education
- Q.2. Fast track labour market integration AND workplace OR work-based learning

Additional sources were also considered that were referred to in the literature reviews selected.

The reviews selected are of the following types:

1. reviews carried out by international organisations (OECD – Organisation for Economic Co-operation and Development, Eurofound, ECRE – European Council of Refugees and Exiles, UNHCR – United Nations High Commissioner for Refugees)

2. reviews produced by research centres (e. g. Nordic and European research centre for regional development and planning, EUI – European University Institute)
3. reviews by individual researchers and experts from the countries selected.

## 2.3 Review of learning for fast track labour market integration

In this chapter, we examine the following indicators that we used to organise the materials collected:

- reasons behind the establishment of the fast track labour market integration
- organisational dimension of models for fast track labour market integration
- targets of the fast track labour market integration
- typology and components of the learning device (referring to workplace and work-based learning)
- indicators used to evaluate fast track labour market integration.

The following paragraphs examine sources that provide elements of information for each of the indicators.

### 2.3.1 Reasons behind the establishment of fast track labour market integration

Evidence from the literature considers the following reasons to be behind the establishment of fast track labour market integration:

1. to shorten the time it takes immigrants who possess competences required by the local labour market to enter that market (components of fast track labour market integration can vary depending on shortages in different productive sectors)
2. to utilise the competences of immigrants in the most appropriate way in terms of career perspectives and relevance to learning undertaken in the past in their country of origin. This is expected to result in a good match between immigrants' formal and informal skills and qualifications and their final occupation
3. to eliminate job mismatches in productive sectors within the local labour markets by promoting the matching between the supply and demand of competences
4. to help newly arrived immigrants and refugees integrate successfully.

We shall now examine each of these reasons in order to make their meaning explicit:

*To shorten the time it takes immigrants who possess competences required by the local labour market to enter that market:* fast track labour market integration is connected to the need to prevent the loss of the employment potential that every immigrant has and to manage the integration window rapidly (Hainmueller et al., 2016) before it closes and activates exclusion processes that may be difficult to overcome (Diedrich & Hellgren, 2018; Regina Konle-Seidl, 2018; Arbeidsgruppe for Arbeidslivsg og pensjonspolitisk råd, 2016; OECD, 2016; Hainmüller et al., 2016; Andersson Joona et. al., 2016). Em-

ployment is the basis of migrant integration policy. Without access to the labour market, investment in human capital, and vocational qualifications, migrants will consistently experience poor labour market outcomes, irrespective of cultural policies of assimilation or multicultural pluralism (Hansen, 2012).

Sources underline that each month of inactivity can hamper an immigrant's subsequent labour market integration prospects (Konle-Seidl & Bolits, 2016:39; Hainmüller et al., 2016; ECRE, 2016). A person's inactivity can depend on their legal status on entry into the country (immigrant, refugee, asylum seeker). Research findings suggest that this legal status on entry into the country has a long-term impact on the labour market potential of immigrants (Constant & Zimmermann, 2016; 2005).

The closing of the integration window poses a higher risk to refugees because of the mental health problems from which they may suffer, caused by pre- and post-migration trauma and stress, including anxiety over family members left behind. This can further complicate processes of language acquisition, training and job hunting (UNHCR, 2013a, 2013b; Ager & Strang, 2008; De Vroome & Van Tubergen, 2010; Bogic et al., 2015; Kirmayer et al., 2011; Aumüller, 2016a and 2016b).

*To utilise the competences of immigrants in the most appropriate way in terms of career perspectives and relevance to learning undertaken in the past in their country of origin.* Use in the most appropriate way suggests the need to empower immigrants not only to find jobs but to find the "right" jobs. A job will be "right" as long as it allows an immigrant to make use of their employment potential or to build it up and be aware of it to make conscious professional choices that are aimed at entering the labour market and remaining there more efficiently (Redfern, 2017; Reineri & Fullin, 2011). It is also geared towards the deliberate management of transitions in terms of the immigrants' own migration plan and individual development plan.

*To eliminate job mismatches in productive sectors within the local labour markets by promoting the matching between the supply and demand of competences.* Employers/industries/sectors where there is a shortage of labour will get help with the provision of skills (Diedrich & Hellgren, 2018; European Commission, 2018; OSCE PA, 2018; SALAR, 2017; Karlsdóttir et al., 2017; Arbetsförmedlingen-AF, 2017; Fóti, 2017; Eurofound, 2016). Training serves to provide skills needed to enter the local labour market (Bauer & Holger, 2016; Chiswick, 1978), and its objectives are mainly economic, "emphasising the economic self-interest of the host country" (Redfern, 2017:13), something that is often found in the literature (e. g. Aiyar et al., 2016: 4). This is also stressed in empirical studies (Kahanec & Zimmermann, 2009 and 2016; Zimmermann, 2014; Blau & Mackie, 2016) pointing to the economic opportunities provided by immigrants. Such studies also suggest how Europe could achieve a fair and effective allocation of migrants that would preserve European principles and European unity (Bauböck & Tripkovic, 2017). The potential benefits of fast entry in the labour market are firstly conceived "in terms of taxes and social security contributions paid compared to costs of services and benefits they use" (Konle-Seidl & Bolits, 2016:19; Aiyar et al., 2016: 26),

“workforce expansion” (Brücker et al., 2015), a solution to the “adverse fiscal effects of population ageing” (Konle-Seidl & Bolits, 2016:19); and a future supply of skilled labour and new apprentices in the workforce (Liebig, 2007; OECD, 2017a; Aumüller, 2016a; Brücker et al., 2015).

*To help newly arrived immigrants and refugees integrate successfully.* A social inclusion approach, emphasising full participation in the host society (Redfern, 2017), considers employment as a pathway to the social inclusion and socio-cultural integration of immigrants. Social assistance, which is particularly strong during the first few years after immigration (Åslund et al., 2016) can help to create conditions tailored to people who want to build pathways for autonomy and independence if it is combined with measures aimed at reinforcing and developing their employment potential. In this case, employment provides opportunities for language acquisition, social inclusion, and “meeting members of the host society” (Ager & Strang, 2008: 170; Martín et al., 2016; Valtonen, 1998 and 2004; Bevelander et al., 2009; Eurofound, 2016). Employment is linked to immigrants’ independence in society, and “is central for a self-determined life” (Aumüller, 2016b:6). Access to the labour market is then considered “one of the main avenues to enable integration” (European Council of Refugees and Exiles – ECRE, 2016:7). Once the sustainable integration of migrants into the labour market is achieved, other forms of socio-cultural integration follow more easily, if not inevitably (Gordon, 1964; Kaya, 2009; Esser, 2001, 2004; Hansen, 2012; Heckmann, 2015). The attainment of qualifications and participation in the primary labour market are seen as the key to “structural integration” (Esser, 2004:57), without which migrants are at risk of social exclusion and inequality. As far as the selected sources are concerned, therefore, integration into the labour market is fundamental to immigrants’ social integration, autonomy and full self-realisation.

In the countries considered, the adoption of fast track labour market integration programmes presents a major challenge as their economies offer few jobs to those with only basic skills (Joyce, 2019) as well as in consideration of the increasing number of immigrants, refugees and asylum seekers<sup>2</sup>. In Germany, for instance, the aim is to create “significant increases in new funding [...] for integration policies” (Bither & Ziebarth, 2016:5) in order to allow immigrants, refugees and asylum seekers to be integrated into German society and the labour market (Aumüller, 2016b; OECD, 2017a). For some authors, such schemes put Germany “among the most advanced countries in terms of early intervention, i. e., early access to the labour market and early access to

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2 If we consider refugees in Sweden, for instance, the refugees and their spouses who settled between 2010 and 2017, more than half (54 percent) only had basic education, meaning nine years of schooling or less. This share was slightly higher among female refugees (at 57 percent, compared with 51 percent of male refugees). Only one in five refugees and their spouses had completed secondary education (19 percent of female refugees and 21 percent of male refugees), while 27 percent had completed at least two years of tertiary education (28 percent of male refugees and 24 percent of female refugees) (Arbetsförmedlingen, 2018). Currently, only five percent of the jobs in the Swedish labour market are classified as being open to those without a completed secondary education or some sort of vocational training. Refugees are still penalised more severely than immigrants (Bratsberg, et al. 2017; SCB, 2016; Dustmann et al., 2016; see Chapter 1 by Paolo Federighi and additional sources mentioned therein).

integration measures” for refugees and asylum seekers in particular (OECD, 2017a:67).

Moreover, several studies highlight the “win-win” character of the fast track labour market integration programme. This is beneficial both for refugees themselves and for the local labour market, as well as for specific productive sectors (though these vary by region in the countries considered) and for wider society (Arcarons, 2018:22–24). Despite being described as a measure that supports increasing employment rates, it “also pursues the idea that they have the ‘right job’ with parity with natives” (Arcarons, 2018:23).

Conflicting objectives between fast integration and migration policies are also taken into consideration by some literature (e. g. Eurofound, 2016). Migration policies, sometimes with a disincentivising effect (restrictions on family reunion and limited duration of residence permits), are added to policies aimed at promoting fast employment integration.

Among the literature analysed, there are no examples that connect fast track labour market integration programmes to objectives related to upholding human rights. In some cases (Eurofound, 2016), these are actually explicitly excluded (“The idea behind the status change measure was not of a humanitarian nature”, Eurofound, 2016:6).

Some authors (Arcarons, 2018; Valtonen, 2004; Ager & Strang, 2008) frame fast track labour market integration in relation to objectives connected with parity in outcomes (compared with the native population) for immigrants meant as their guarantee of equal participation in the economic, social, political and cultural spheres, alongside attaining “substantive citizenship rights”, to achieve “full membership in the welfare state” (Valtonen, 2004:92) where “the welfare system is based on labour market participation” (Valtonen, 2004:73). Ager & Strang (2008) consider rights and citizenship as the foundation of immigrants’ and refugees’ integration. Objectives of parity with natives are questioned in the sources that analyse the fast track labour market integration programme in the German context that examines the integration of refugees and asylum seekers (Paritätischer Gesamtverband, 2016; Diakonie Deutschland, 2016; AWO, 2016; SVR – Expert Council of German Foundations on Migration and Integration, 2016; Lehrian & Mantel, 2016; Erdem-Wulff, 2016; Röder, 2016): having refugees with a “bad perspective of staying”<sup>3</sup> (Redfern, 2017:9) risks creating “another large group of long-term unemployed and non-integrated persons with secondary effects of poverty, mental disorders, delinquency etc.” (Aumüller, 2016a:75). From the perspective of public acceptance, the disparity of treatment is interpreted by other authors as “a balance to be obtained between measures that facilitate early labour market integration, and maintaining the integrity of the asylum system” (OECD, 2017a:67). Additional academic sources demonstrate that, as happened in Germany when immigrant workers arrived in the 1960s, the influx of immigrant workers has a positive effect on wages and the mobility of the native low-skilled population, who climbed up

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3 “Those from ‘safe countries of origin’ remain prohibited from working, vocational training, or participating in integration courses; while early access to integration courses and labour market programmes (including the new apprenticeship supports) is granted only to asylum seekers with ‘good perspectives of staying’” (Redfern, 2017:9).

the job ladder. This happens because, while immigrants are initially restricted to occupations and jobs consisting of manual tasks due to language problems, natives leave these jobs by specialising in more complex occupations with a primarily interactive task content (Bauböck & Tripkovic, 2017:94). According to this scientific evidence, disparity and worse employment conditions militate against immigrants and in favour of native workers.

In terms of the rights and duties connected to the possibility of accessing fast track labour market integration measures, the literature refers to an “educational duty” (Regeringen, 2016; Lodovici, 2010) for newly arrived adults with a very low level of education who are not deemed to be job-ready. If they refuse or drop out of an education measure, there could be sanctions in form of benefit cuts. In Germany, the 2016 Integration Act introduced the “rights and responsibilities’ principle highlighting the individual effort asylum seekers and refugees are expected to make for successful integration” (European Commission – DG Employment, Social Affairs and Inclusion, 2018:8), confirming the adoption of the approach promoting self-realisation.

### **2.3.2 The organisational dimension of fast track labour market integration models**

The organisational models considered in the selected literature are of two kinds:

1. The first model involves integrating the school system and welfare system (also including the employment system in this case)

This is a multilevel model (national, regional and local, SALAR, 2017:7). The national level includes the involvement of the Swedish Association of Local Authorities and Regions, the Swedish Trade Union Confederation, the Confederation of Swedish Enterprise, the Swedish Agency for Government Employers, the Swedish Confederation of Professional Employees and the Swedish Confederation of Professional Associations. The actors involved are the “tripartite talks”, including, at local level, “the Public Employment Agency and the social partners (employers and trade unions)” (SALAR, 2017:6; Arcarons, 2018). The importance of collaboration of social partners and Public Employment Agency – PEA (AF – *Arbetsförmedlingen*) at local level for the implementation of the Swedish fast track labour market integration programme is highlighted in several sources (Ministry of Employment – Sweden, 2016; Desiderio, 2016; SALAR, 2017; Arcarons, 2018; OSCE PA, 2018). The PEA and the social partners tailor the components of each of the fast track labour market integration programmes and put together a chain of actions that make up the fast track labour market integration programmes (see the components of fast track programmes as described in Chapter 1) depending on the needs of the specific fast track labour market integration (i. e. tourism, health and social care, industry, health and social care, transport, building, painting, forestry and agriculture).

2. Components of the second model include the productive system, the welfare system and the vocational training system

This is a multi-stakeholder model. It is characterised by the combination of a comprehensive set of policy measures in different areas (i. e. integration, education, housing, employment, social policies) that need to be provided coherently and incrementally at different stages of the journey and settlement process. This requires that “all services provided are coordinated and embedded in a multidimensional and multistakeholder strategy to support refugee integration” (Desiderio, 2016: 34) and that “targeted, coordinated and comprehensive policy responses” are defined and implemented (Konle-Seidl & Bolits, 2016:2).

Some sources agree that work experience is much more important than additional education and training and should therefore be prioritised early on, rather than being delayed until after immigrants have completed language courses (Eurofound, 2016; Martín et al., 2016; Konle-Seidl & Bolits, 2016). From this perspective, work, businesses and the workplace represent drivers for integration and the place where individualised learning actions are to be created and implemented – e. g. also in consideration of immigrants’ literacy levels or prior educational achievements (Aiyar et al., 2016; Konle-Seidl & Bolits, 2016; OECD, 2016; Eurofound, 2016; European Council of Refugees and Exiles – ECRE, 2016) – to shorten the integration window by preventing each month of inactivity from also “further diminish[ing] subsequent labour market prospects” (Konle-Seidl & Bolits, 2016:39; Hainmueller et al., 2016). Access to the labour market and integration services (including language courses and skills assessments) for refugees and asylum seekers should begin as early as possible, while (at least some) prospective refugees are still in the asylum claim procedure (OECD, 2016:13; Konle-Seidl & Bolits, 2016:38–39; Martín et al., 2016; Eurofound, 2016).

We associate this model with fast track labour market integration programmes that allow immigrants to undertake language training and vocational education alongside initial work experience, through on-the-job training courses or flexible “modular” education options. (OECD, 2016; UNHCR, 2013a and 2013b; Aumüller, 2016a and 2016b; Konle-Seidl & Bolits, 2016; Eurofound, 2016; Martín et al., 2016; Desiderio, 2016).

In both cases, fast track labour market integration is presented as a way “to coordinate several existing PES measures in place into a streamlined package” (Arcarons, 2018:25; OSCE PA, 2018:10; Konle-Seidl, 2018:38) through cooperation between the key actors, including PES, NGOs, social and education services, employers, volunteers, trade unions, training providers (European Commission – DG Employment, Social Affairs and Inclusion, 2018). It is also represented as part of the individual integration plan that is arranged for every refugee (Eurofound, 2016). Measures connected through the cooperation among various actors of active labour policies (which differ depending on the model in question, e. g. training, guidance, career development, internal and external mobility) make it possible to arrange and monitor individual integration plans to access apprenticeships and other forms of labour market insertion.

### 2.3.3 Targets of fast track labour market integration programmes

As seen in Chapter 1, immigrants are a highly heterogeneous group with regards to their educational and professional background that can vary according to the country of origin and socio-economic background (Bauböck & Tripkovic, 2017; Maaz et al., 2016; Massumi et al., 2015).

Several studies show a polarisation between the education and skills level of immigrants (Brücker et al., 2016).

Considering the reasons supporting the adoption of fast track labour market integration programmes, the targets are, in the first instance, highly skilled refugees for regulated professions where formal qualifications are needed (they need to be recognised and validated by the host country). They cover a high number of demands of the labour market at risk of not being covered (doctors, teachers, engineers, lawyers, pharmacists, dentists).

For middle- and low-skilled immigrants lacking basic skills but having previous experience in short-staffed occupations, providing adequate offers will often imply long-term support (UNHCR-OECD, 2016a and 2016b). This is fundamental not only to increase their chances of obtaining employment, but also to ensure that employment is long-lasting.

Low-skilled immigrants who need to acquire a level of skills and knowledge that allows them to look for employment have the obligation to undertake training. Should they miss it, they will lose benefits. Immigrants who can manage their social and work integration project to gain economic autonomy can receive a permanent permit by the Swedish authority and support in Germany and Norway.

It is important for there to be integration pathways specific to immigrants from all levels of the qualification spectrum which reflect different needs, capacities and degrees of resilience.

In Sweden, mid-skilled refugees can be included in fast track labour market integration programmes in 21 professional sectors such as healthcare, chefs, education, energy, electronics, tourism, transport, construction, etc.

### 2.3.4 Typology and components of the learning device

The literature reveals a complex learning device, made up of different components that are needed to accelerate labour market integration for immigrants mostly through workplace management from an educational perspective, regardless of the productive sectors where they are employed<sup>4</sup>. Sources and reviews underline the importance of work experience in the fast track labour market integration programmes. From a learning perspective, the workplace is presented as a place where immigrants have the possibility to develop knowledge, values, ethics and behaviours. Thus, it is not only the place where immigrants use cognitive resources that they have acquired outside of work (school, vocational training centres, adult education centres) but also a place where immigrants can experience new cultural, professional and language resources.

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<sup>4</sup> The first employment found by immigrants is connected to the following productive sectors: business services, healthcare, hotels and restaurants (Åslund et al., 2017).

It is worth noting that the integration process is impacted by public and private policies and varies enormously according to the policies implemented as well as the functioning of the labour market, in addition to the characteristics of the immigrants themselves (Bauböck & Tripkovic, 2017).

Nonetheless, we would like to report at this juncture on how the selected reviews and sources combine the components from an educational perspective.

Components emerging from literature (e. g. Jeon, 2019; OECD, 2017b; Musset & Kurekova, 2018) are the following:

- prior learning assessment
- the recognition of qualifications and professional skills according to industry-specific requirements
- motivation
- guidance services and centres
- counselling services
- job matching
- internship, placement, practice at work
- work experience
- language skills acquisition
- vocational training (oriented to the specific profession)
- mentoring
- coaching.

In the selected sources and reviews, we found the modalities through which components of the learning device are managed from an educational perspective with a view towards insertion in the labour market. The sources refer to two models:

1. first model – Certification and validation of competences and previous professional experiences by public institutions *before* immigrants enter the labour market when they are in the fast track labour market integration programme and *while* they join it with a view to their insertion in that market. Learning actions follow
2. second model – Fast labour market integration and contextual construction of learning actions (including of a formal kind).

An additional model could envisage immediate insertion into the labour market and the creation of learning actions of various types (formal, non-formal, on-the-job, while working, informal) that accompany the development of employment potential of immigrants at work while performing their job, regardless of any skill certificates. We are hypothesising the existence of this model without any explicit documentary confirmation (third model – Immediate labour market integration and next construction of learning actions, including of a formal kind).

Below is a brief analysis of some of the components of the two models that we identified in the selected documentary sources.

### **Prior learning assessment and recognition of qualifications and professional skills according to industry-specific requirements.**

Labour market integration is preceded by:

- effective skills assessment (whether these are formal or informal skills, hard or soft skills)
- appropriate identification and recognition of qualifications (whether these are vocational qualifications or university degrees).

With regard to the assessment, the sources and reviews describe the conditions for it (when lacking documentation or due to language barriers; Daumann et al., 2015), its object (prior learning alongside skills and capabilities acquired; Martin et al., 2016) and related methods. Some of them also refer to testing new methods of validation addressing the rigidity between institutions at various administrative levels: this is the case in Sweden, where testing is ongoing in order to make processes faster and more effective for the benefit of both refugees themselves and for Sweden (Karlsdóttir et al., 2017). In Germany, too, there are different multilingual tests for around 30 professions aimed at identifying the competencies and work-related skills of refugees in order to use them in the labour market or to improve them by being trained (OECD, 2017a).

For some authors, the recognition of previous learning and working experience gained in the countries of origin is not always beneficial. “Employers tend not to trust foreign qualifications or, indeed, foreign work experience” (Martin et al., 2016: 17) as “qualifications are obtained in education systems that are very different from those in their host countries and employers may have difficulties in evaluating them” (Tanay & Peschner, 2017:10).

The assessment and recognition of qualifications from an educational perspective is connected to the adoption of a “customised approach (gender, age, education, family status)” and to the definition of individualised plans defined as “individualised employment plans” (Martin et al., 2016:17) or “individual integration plans” (Eurofound, 2016:6). The individualisation of pathways is required in order to manage fast track labour market integration programmes as a set of learning actions aimed at fast track labour market integration – including during different transitions that immigrants face (e.g. towards higher positions than the initial ones obtained in a workplace) – as well as at decreasing the risk of immigrants’ skills going to waste (Tanay & Peschner, 2017).

### **Guidance and counselling services.**

From an educational perspective, guidance and counselling, referred to in the selected sources as “services delivered” (Cedefop, 2014), can help to make the latent employment potential of immigrants explicit. They also support the definition of an individualised integration plan in the view of their own growth, development, settlement goals and objectives. In Sweden, asylum seekers hold their residence permit for 13 months (so they can access welfare benefits and healthcare and make use of integration arrangements) and can exit temporary asylum status if they find a job and can support

themselves (Eurofound, 2016). They are then considered as an individual possessing a certain employment potential to be known, investigated, made explicit, be expressed in order to enable them to manage their needs, although they risk “accept[ing] almost any job offer, which could aggravate their vulnerability and increase exploitation (poor working conditions and/or low salaries)” (Eurofound, 2016: 5). From an educational perspective, guidance and counselling are deemed specific tasks related to the job of professionals working at organisations that are involved in fast track labour market integration programmes management (adult education centres, companies, job centres).

### **Vocational training.**

Fast track labour market integration programmes include job-specific language courses delivered in classrooms by local adult education centres. These focus on the vocabulary and syntax needed in a given profession and help immigrants to enter the labour market in jobs that match their skills and experience. Vocational training combines language training in the host country with vocational training that is specific to the field of work. It can be delivered at the place of work (workplace learning) or at other times that are separated from the performance of professional tasks (classroom with teaching mostly focused on specific language training and professional activities back to work). In any case, it requires strong commitment from the productive systems that need to take on the training of their employees by specialised professionals (trainers, mentors, coaches) or working together with vocational education and training centres.

### **Internship, placement and work experience.**

Employment (in the form of internships, placements and work experience) is the most important component of fast track labour market integration programmes, although it is not always described in its relevant elements (see Chapter 3.1). In Norway, some researchers are investigating how immigrants learn and de-learn while working in some specific working contexts (especially hotel housekeeping, laundry and facility services). Such studies show that gaining access to a workplace does not necessarily mean that employees are effectively integrated into it (Jordhus-Lier et al., 2011; Onsøyen et al., 2009) due to its fragmentation (Linge, 2015 and 2012). It is advisable for fast track labour market integration programmes to consider the workplace learning potential and manage it with an eye on learning outcomes. This is partly done, as the literature indicates, by mentoring, coaching and supervising immigrant employees, but no specific input is available on how these actions are being put in place and who is doing it.

### **2.3.5 Indicators used to evaluate fast track labour market integration**

Very few member states carry out in-depth evaluations of their fast track labour market integration activities (Lodovici, 2010).

Evaluation of fast track labour market integration is dealt in sources by national statistical departments or by organisations that evaluate fast track programmes. Indi-

cators considered for evaluation purposes (Arcarons, 2018; Martin et al., 2016; Ministry of Employment – Sweden, 2016; Lodovici, 2010) are:

- numbers of immigrants participating in fast track labour market integration programmes
- sex of participants
- number of fast track labour market integration programmes activated
- typology of fast track labour market integration programmes activated (depending on productive sectors and working areas involved, e.g. social scientists including economists and lawyers, school and early years teachers, healthcare professionals, painters, etc.)
- how long immigrants spend on fast labour market integration programmes before finding their own professional settlement
- employment rate of immigrants that took part in fast track labour market integration programmes
- typologies of learning pathways that follow soon after the completion of a fast track labour market integration programme (e.g. tertiary education)
- number of months until employment in relation to the length of the fast track labour market integration programme attended by immigrants
- period of time immigrants spend on their professional and personal life (for example, in Norway, after the introduction of a compulsory two-year introductory programme, refugees started relying on the social system less and became more independent, Brochmann & Hagelund, 2011)
- typologies of learning devices that can vary according to the different municipalities in which immigrants live
- typologies of employment immigrants gain after the completion of fast track labour market integration programmes.

Some sources differentiate their indicators according to pathways where there is an initial certification (Model 1 of the learning device) and those where there is not (Model 2 of the learning device, Arcarons, 2018). Due to the recent adoption of the fast track labour market integration programme (in Sweden in 2016, 14 fast track programmes that are connected to 30 profiles that are being trained among the ones that are the most required by the Swedish labour market<sup>5</sup> were settled), data are missing, including in respect of the intermediate evaluation.

Sources on the evaluation of fast track labour market integration programmes are quite problematic for a variety of reasons, which are indicated in the literature as follows:

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5 Fast track labour market integration programmes in Sweden are for chefs, teachers, animal keepers in the private and public sectors, recently arrived researchers, school teachers and early years teachers, white-collar workers in the construction industry, 21 regulated healthcare professions, electrical trades, the energy sector, real estate sector workers, truck drivers, food industry workers, painters, social scientists including business economists and lawyers, social workers, forest industry workers (Diedrich & Hellgren, 2018).

- every fast track labour market integration should be based on conditions to access the related professions and the characteristics of local labour market that are also historically conditioned (Karlisdóttir et al., 2017)
- data on fast track labour market integration programmes for refugees should be disaggregated data (not aggregated with data on migrants and immigrants). It is connected to the way databases interact and are interrelated dealing with personal data and public employment data for immigrants and refugees (OECD, 2019).

There is a lack of data on qualitative follow-up relating to the coherence and relevance of the employment gained by immigrants after completing fast track labour market integration programmes, as well as the kind of working experience immigrants have while being in fast labour market integration programmes.

Evaluation is thus the weakest area of study. More investment is needed to guide policy-making that is actually missing “evidence of what works and what does not”, and “monitoring and evaluation mechanisms should become routine and evidence should feed more consistently into policy making” (Desiderio, 2016: 34). Further research is needed in order to know about the effectiveness of fast track labour market integration policies and programmes as too little is known about them (Martín et al., 2016; Eurofound, 2016; Desiderio, 2016) and “to make recommendations on how best to move from an emergency response to a sustainable and efficient integration system” (OECD, 2017a:19).

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# 3 The political and organisational framework: A multi-stakeholder approach as a success factor in fast track labour market integration programmes

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## Abstract

In this chapter, we shall analyse the multi-stakeholder approach, one of the components that provides tangible support to the implementation of fast track labour market integration programmes. It refers to the necessity of combining language and work-related training and work experience, as well as guidance and coaching. This calls for an organisational framework to be set up. This chapter is based on the empirical material compiled through the pilot projects implemented in Gothenburg, Oslo and Stuttgart, which enabled us to address different organisational frameworks and different roles as reported in this chapter.

## 3.1 Introduction. Close cooperation between Job Centres, companies, training institutions and other actors

ANDREA BERNERT-BÜRKLE

Fast track labour market programmes combine language and work-related training and work experience as well as guidance and coaching. To explore the full potential of this complex combination of training, internship and support, it is essential for an organisational framework to be in place. Ideally, all relevant stakeholders and actors for integration will cooperate at political, management and operational level. At the same time, these actors need to make their way of working more professional and innovative, in order to be able to cope with the requirements of a shortened and fast labour market integration process.

Experience gained in the research project shows that close links between regional and local stakeholders as well as well-structured cooperation processes geared towards dovetailing are main success factors – not only in the fast track labour market training schemes themselves but also with regard to the integration of immigrants in general (Willkommen bei Freunden, 2019). These findings are in line with studies that state

that, “in order to achieve an overall coherent policy framework and to increase efficiency, it is vital to ensure that [...] actors work together, despite sometimes different institutional goals.” (OECD, 2017:67) On the one hand, communication, coordination, and cooperation between all relevant actors allow a smooth and effective implementation of training and internship programmes with good outputs and results. On the other hand, they are a driving force for the constant improvement and innovation of fast track labour market integration programmes.

The relevant stakeholders of a fast track access to the labour market primarily include:

- Job Centres and public labour market services
- companies and other potential public or non-governmental employers
- training centres such as adult education centres or vocational schools
- organisations offering guidance, coaching and other support services, e.g. municipality-based guidance structures, chambers of industry, commerce and crafts, business associations, trade unions and other social partners
- and, last but not least, political actors and public administration such as regional ministries, municipalities and other authorities.

Institutions that give advice on general migration issues, welfare organisations, and immigrant associations and networks can also play an important role. They offer expertise and help on issues such as housing, health, and legal aspects, which are pre-conditions for a successful integration into work and society. Although success in the labour market for the target group cannot be treated as the only challenge, it is often closely linked to the well-being of the individual concerning many other aspects of their life.

In fast track labour market integration programmes, these stakeholders need to adopt specific roles, in particular:

- the role of matching labour demand and supply, i. e. of supporting clients in finding the right (vocational) training and eventually long-term employment and, at the same time, of helping companies to hire staff with the right skills
- the role of offering an informal, real-life learning arena at a specific workplace
- the role of offering work-related language and vocational training that is closely linked to the challenges posed by specific workplaces and characterised by individualised teaching and coaching methods.

These roles can be taken by different actors. In this chapter, we will consider the roles and the processes that are managed by several stakeholders and, in particular, by job matching and adult learning services with reference to change management processes that are needed as well as the embedded learning processes managed in the workplace.

This chapter is based on the empirical material obtained from the pilot projects implemented in Gothenburg, Oslo and Stuttgart, which enabled us to deal with different organisational frameworks and different roles.

In Stuttgart, the close cooperation between different stakeholders and a well-structured process matching labour demand with supply were the most important success factors in the fast track labour market integration programmes. The organisational frame and processes of fast track labour market integration pilot projects in Stuttgart will thus be analysed in detail in Chapter 3.2.

In Gothenburg, the well-established link between language training to the workplace of the participants was an outstanding characteristic. The role of the companies as an informal learning place in fast tracks in Gothenburg will therefore be the subject of Chapter 3.3.

In Oslo, a specific focus was placed on the capacity of the Rosenhof school of adult education to manage a cultural and organisational change. Change management processes inside Rosenhof and the new approach to learning and teaching will be described in Chapter 3.4.

## 3.2 The role of matching labour demand and supply

NADJA BAROCKE, ANDREA BERNERT-BÜRKLE AND RALF LENHARDT

### 3.2.1 The different steps of the matching process

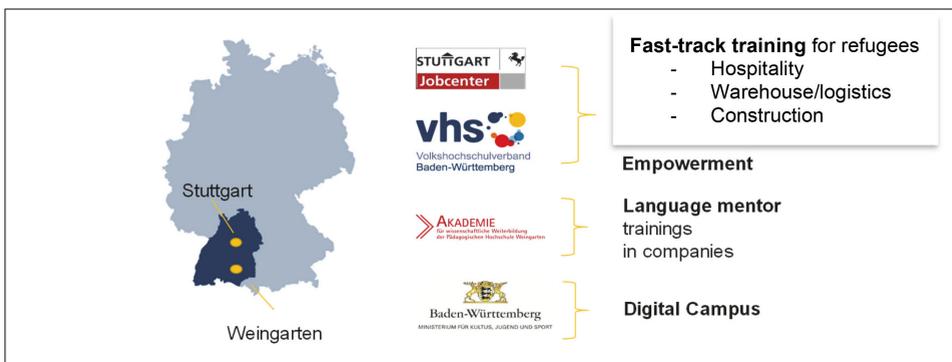
Finding the “right” companies and matching them with the “right” individuals is the most important task of integrating immigrants into the labour market. The success of a fast track labour market integration project is closely linked to how interested companies are in training and employing new staff and how motivated the participants are to gain qualifications for their new job. If this matching process between labour demand and supply is successful, immigrants stand a good chance of finding a job after their training, preferably on the primary labour market and ideally in the company in which they were trained.

In order to match labour demand and supply in an effective way, a wide range of steps and tasks have to be carried out. These are, in particular:

- analysing labour demands in a specific region and identifying sectors that are looking for workers – fast track labour market integration training has a good chance of promoting employment in short-staffed sectors
- forging and managing proper links and, ideally, networks with companies that offer internships and that are interested in taking participants on permanently afterwards
- selecting candidates, including shortlisting potential candidates; in a second step, evaluating people’s competences, experiences, interests, attitudes, individual learning needs and, above all, motivation, and finally selecting participants and matching them with internships
- designing language and vocational training curricula that incorporate sector-specific know-how and competences to make sure that participants acquire the “right”, sought-after skills

- selecting and training teachers and coaches who are not only able to implement the innovative concept of the fast track labour market integration training – above all job-focused learning strategies and work-related training content – but who are also willing to stay in close contact with the workplace and focus on exactly the skills that are needed in the companies
- maintaining close contact with companies and interns during the training, monitoring of work conditions as well as moderating the dialogue between employers, interns, coaches, teachers and training institutions on what competences are sought after
- managing the transition during and after the internship, guaranteeing that there is a direct track to employment and that participants get a job after their fast track labour market integration training or enter another training scheme or education
- providing the link with social inclusion services including institutions that are specialised in physical and mental health issues, housing, financial support for immigrants, general support, mentorship and volunteers’ networks, specific support networks for families, associations driven by immigrants themselves, etc. – quite often, drop-outs are due to individual problems that need to be solved before the participants are ready to enter a job.

In Stuttgart, fast track labour market integration concepts were piloted in 2018 and 2019 in the fields of hospitality, warehousing and logistics, and construction (see Figure 1). The collaboration between key actors of integration was the main success factor in the newly developed fast track labour market integration training offers. Stakeholders including the Job Centre of the City of Stuttgart and actors from adult education, guidance, public administration, and the academic field succeeded in building close relationships.



**Figure 1.:** Fast track cooperation model in Stuttgart/Baden-Württemberg (Germany)

They established stable, operational working structures in the framework of the research project and its “sister” project, Fier – Fast track integration in European regions. They also developed a comprehensive range of activities that comprised not

only the training and internship programme but also accompanying offers such as empowerment initiatives, training for mentors in companies and e-learning arenas.

In the centre of the fast tracks, the Job Centre of the City of Stuttgart, the adult education school Volkshochschule Stuttgart and the adult education association Volkshochschulverband Baden-Württemberg were the main actors. They organised training, selected participants and built networks with companies. By doing so, the empirical research project implemented the suggestion of the OECD that “the Job Centers should be systematically involved in the planning processes of language classes”. (OECD, 2017:67).

In addition, other experts were involved in the design of the project, in particular business associations bringing work-related knowledge to the project (e. g. the Academy of the German Hotel and Gastronomy association DEHOGA), the University “Pädagogische Hochschule Weingarten”, which developed training for company mentors, the Unit of Integration of the City of Stuttgart, which supported empowerment initiatives for participants, and the Ministry of Education Baden-Württemberg, which guaranteed the political backing of the initiatives, brought all relevant actors together and provided its digital campus as an instrument for additional online learning.

### **3.2.2 Identifying sectors for fast track labour market integration training**

The initial success factor in the long-term employment of immigrants following fast track labour market integration training is that sectors with a high demand for workers are addressed. In countries with low unemployment rates, there is a demographic need to train employees in areas with a shortage of workers. Even in countries with higher unemployment rates, there are usually sectors in which employers cannot find the right staff. Skills mismatches could be one of the reasons (European Economic and Social Committee, 2018). Fast tracks that bridge gaps between existing and sought-after skills might therefore also be an option for the native-born population that is looking for new professional challenges.

In order to identify relevant sectors for fast track labour market integration initiatives in Stuttgart, the Job Centre Stuttgart, the Unit of Integration of the City of Stuttgart, the Ministry of Education Baden-Württemberg, the adult education association Volkshochschulverband Baden-Württemberg, and the adult education school Volkshochschule Stuttgart assessed labour market demands. In regular meetings, experiences of the stakeholders as well as regional data and skills development strategies formed the main basis for the selection process.

The criteria for selecting sectors for fast track labour market integration training were as follows:

- high labour demand in the specific sector
- employment of untrained staff possible
- other training offers for assistance jobs in the sector are not available
- language requirements in the specific field are low or medium
- vocational skills can be obtained within a short period of time.

Once specific sectors were selected, additional organisations were brought on board, especially industry associations such as the German hotel and gastronomy association DEHOGA, sector-specific training institutions and/or business chambers.

### 3.2.3 Establishing relations with companies

As part of the research project, company relations in Stuttgart were established and managed by the “Migration und Teilhabe” (migration and participation) unit of the Job Centre Stuttgart. The unit is mainly responsible for getting unemployed people with a migration background into work. Around 6,500 recognised refugees are clients of the Job Centre Stuttgart’s unit for migration and participation.

One of the Job Centre’s general goals is to match labour demand and labour supply and therefore to build up strong networks with companies. Projects such as the Talents empirical research and the Fier project are used to explore effective strategies to attract companies and to establish working relations with them. These company networks are intended to become permanent rather than only being activated in the context of projects and specific training offers. The structural sustainability of this link between labour services and employers is a positive side effect of fast track labour market integration programmes.

As part of the research project, the Job Centre Stuttgart was looking for companies that were willing to offer internships but also to employ trainees after the fast track labour market integration training. The main selection criterion was that the companies were looking for staff and had budgets to take on new employees after the training. To an even greater extent, the goal was for the participants to enter full-time employment as soon as the fast track labour market integration training was complete, in the long run without any public funding.

Two staff members from the Job Centre were tasked with establishing relationships with companies on a practical level. The first fast track labour market integration pilot sector in Stuttgart was hospitality. Some contacts with companies from the hospitality sector already existed, while others were newly established. The main activities for finding internship placements in companies were as follows:

- Job Centre staff contacted and visited companies to present the project. The target groups during these visits were executives and decision-makers from the human resource departments
- during the visits, it was highlighted that companies could make use of the opportunity to get to know potential candidates in the framework of an internship without any costs
- it was stressed that the fast track labour market integration training was offered to individuals who usually enter jobs in the hospitality sector without any initial training and thus that fast track labour market integration participants would be well prepared for work through high-quality training
- the supporting structure of Job Centre staff, coaches and teachers during the fast track labour market integration training and the advantages of this support were explained

- the Job Centre informed companies about good *and bad* experiences from the past and created a basis of trust and honesty
- the companies were made to feel “unique”, since the Job Centre was very well informed about their background and the business in general.

The project was well-received by the potential internship companies. The selection process resulted in the recruitment of 16 businesses, most notably large hotels in the 4 and 4 superior star segment.

As stated above, the aim was to establish long-term partnerships with the companies which could also be used to directly pave the way to employment for other Job Centre clients, not only for those in the projects. The strategies and working methods to deepen the cooperation with companies and to maintain the company network included:

- to cooperate with the companies as reliably, professionally and promptly as possible
- to build close personal relationships with the contact persons in the companies that are maintained by regular phone calls or personal visits
- to keep in touch with contacts at management level and working level
- to always keep companies up to date as this reflects professionalism
- to try to get feedback from companies (what has worked out, what has not worked out) – this makes the project authentic
- to make use of “mouth-to-mouth propaganda” – so companies do advertising for the project and attract other companies
- to do permanent networking, visit companies from time to time, organise meetings with different companies, involve companies in the further development of the programme and make offers to the company staff, e. g. offer company mentor training.

All in all, company relationships as part of fast track labour market integration training schemes showed a strong degree of trust. The companies were open to the project, the communication during the training phases was intensive, and the companies were very flexible and very patient, not least with regard to problems with the participants. Most companies offered internship places during the second and third fast track labour market integration training schemes in the framework of the research project. Only with a few companies did the cooperation come to an end, although this was because the demand for new staff changed rather than because of dissatisfaction.

One important and unexpected finding of the research project was that many companies and other employers in the project regions were very open to giving the best possible support to immigrants and refugees – not just because they were looking for new employees but also because they saw it as their social duty to help recent arrivals find jobs. In many of the participating companies, some staff members were especially motivated to support the new colleagues, to get closely involved in their develop-

ment in the company and to develop themselves, e. g. in the role of a company mentor for immigrants; see Chapter 5.4 below.

“The first step is to support the international interns in the company, to welcome them, to help them make friends and to find a good work/life balance. I think a positive environment is very important. We are also willing to support the language learning process. For example, we started labelling equipment we use in our hotel with the German words and technical terms, we produce videos of main working processes, and we communicate as much as we can with the trainees.” **Young company mentor, Hirsch Hotel Ostfildern, Germany**

### 3.2.4 The selection of candidates

Most participants in Stuttgart were pre-selected by the Job Centre of the City of Stuttgart, too. The interface for matching labour demand and labour supply was thus established within a single institution and unit.

Candidates were selected from a pool of individuals who were not successful in entering the labour market over a lengthy period of time and therefore received additional support. Many of these Job Centre clients failed the German B1 exam, which, in Germany, is now considered to be an important condition for starting work. This means that many of the participants on German fast track labour market integration programmes had already been in Germany on average for two to three years and already had German language skills. So fast tracks are not only a good training option as soon as immigrants arrive. It is also possible to implement fast tracks in frameworks in which – in line with a political will, for example – a language and qualification phase of a decent length is common before entering the labour market. Fast track labour market integration can and must be combined with the general language and training structures for immigrants in order to increase the acceptance of the concepts and because this strategy turned out to lead to positive long-term effects: participants start working with some language skills and cultural knowledge and like this adapt more easily to the job. However, as stated above, this period of pre-qualification should not last too long.

“We discovered that, after a period of two or three years, there is an urgent need to find jobs for our job center clients. If we do not succeed at this stage, there is a high risk of long-term unemployment for these people. We know that our practical experience is in line with findings of studies on the integration window that closes after a certain period of inactivity.” **Head of the Unit Migration and Participation and Deputy Head of the Job Center in Stuttgart, Germany**

For the group of people that had already spent time in the host country, fast track labour market integration programmes were considered to be the most suitable way to enter work immediately as they combine practical work with additional learning and offer language experiences in a social environment with German-speaking people around. In addition, the fast track labour market integration programmes offer a direct track to labour. After having spent some time without work, direct access to the labour market was indispensable for the target group addressed in order to prevent the

higher risk of long-term unemployment and a decline in their integration prospects due to long periods of inactivity.

The sought-after profile of participants in Stuttgart was:

- if possible, language level A2 or B1; in exceptional cases A1
- dual vocational training, study or vocational language class at level B2 would be too challenging or uninteresting for potential participants – otherwise clients would have been transferred to these schemes
- a high level of motivation to work and be independent. This motivation was assessed in the personal conversation and on the basis of the history of the potential participant
- a “serving” personality – also assessed in personal conversations
- health and mental health conditions were good – so that the individual was able to hold a full-time position – assessed in personal interviews and based on the person’s background; in the event of doubt, dialogue with healthcare services was sought
- previous activities, training or competences in a similar professional field were welcome but not required
- it seemed likely that the participant could meet the job profile requirements in the project. Together with DEHOGA, the vhs association developed appropriate competence catalogues for individual activities (e. g. kitchen helpers, pot washers, restaurant and catering assistants, room service staff, etc.)
- basic skills in mathematics, IT, foreign languages were welcome but not necessary.

The vhs association and the Volkshochschule Stuttgart used the EU Skills Profile Tool for Third Country Nationals to record the basic competences of all participants at the start of the course (<https://ec.europa.eu/migrantskills/#/>). This systematic skills assessment painted a picture of the background of the participants, to be considered when planning the training content, and, during the training evaluation, to draw conclusions on which education and skills backgrounds might lead to successful labour market access.

In Stuttgart, the selection of candidates followed an intensive process based on personal contacts, interviews, and relationships. The process was revised several times during the project based on experiences from the pilot fast track labour market integration training schemes. Some problems during the first pilot training schemes which had to be addressed were:

- punctuality and reliability at the language course and at the internship
- compliance and handling of specifications in the classroom and at the workplace
- general behaviour in the language course and at the internship
- time management of the participants.

Discussions with drop-outs showed that reasons for this included wrong expectations of participants concerning the training and the job, unawareness of the expectations of the

school and the employers and, in some cases, intercultural issues. It was believed that these problems could have been avoided through a more intensive selection process.

Therefore, the main steps of the guidance and selection process in Stuttgart's Job Centre, finally, are as follows:

- the personal contacts at the job centre send their clients to the two job center staff members who select the participants for fast track labour market integration training
- the job center staff who select participants meet the potential participants several times. At least one interview takes place with the support of an interpreter
- during the interviews, the job center staff check aspects such as prior experience, existing competences, health, the ability to perform a full-time job and, above all, the motivation to work in specific sectors such as hospitality, warehousing and logistics, and the construction sector
- detailed information on the project is provided. The counsellors also put an emphasis on the fact that the fast track labour market integration training in a specific sector is optional. Only if candidates have a strong personal interest in pursuing the training will they enter onto the scheme
- the counsellors clarify important characteristics of a workplace and tasks of the employees in advance, e.g. working with alcohol and pork, working hours and availability of the participant, health conditions of the participant related to the type of work, location of the workplace and the school, etc.
- intercultural and other issues are discussed during events for those interested before the project starts: potential participants are invited in order to inform them about the rules. It is important to do this with interpreters as well
- if needed, some more intensive discussions take place. Teachers and coaches from the adult education school ("Volkshochschule") might participate in these interviews too, in order to reconcile the individual's motivation and language level. Tests concerning language skills can be carried out.

Participants are pre-selected based on these interviews.

Just as important as the selection of companies and participants is matching and internship placements to participants, which is done in a second phase. This process was established and gradually intensified during the fast track labour market integration training in Stuttgart. The following criteria were very important for the matching:

- accessibility of the workplace for the participant: is it possible to use public transport and get to the workplace within a suitable period of time?)
- background knowledge: does the participant already have any experience or competences relevant for a specific workplace?
- as soon as the matching takes place, the participants have to introduce themselves to the internship companies. In personal interviews, employers and potential interns find out very quickly whether the working relation could work out or not
- trial days at work before the class and the internship start could take place too.

Experience showed that the more intensive the selection process is, the more positive the results of the training are. Statistics revealed more attendance days of the participants at the training and at the workplace.

All in all, the matching approach is of great importance. A lack of correct and credible information and contacts between immigrants and employers creates disbelief in the prospects of long-term employment. The matching approach breaks down information asymmetries and facilitates contact between employer and immigrant.

### **3.2.5 Speed-dating in Norway to match companies and interns**

SELMA HEILMANN

While, personal interviews and trial days at work were the most commonly used instruments to select participants and match them with companies in Stuttgart, the Swedish and Norwegian research pilot project partners used other matching methods. They trialled job fairs and speed-dating events as instruments to match companies and candidates.

In Norway, the adult education school Rosenhof, which delivers the training as defined by the empirical research, is responsible for the matching. About two weeks after the start of the Talents courses, the school organises a “job match”/“careers day” aimed at bringing employers and job-seekers together. The meeting is held in the dining room of a hotel, and hotel managers and the heads of various departments of the hotel (e. g. of the kitchen, housekeeping, reception, etc.) are invited. At the beginning, employers introduce themselves and give details of the profiles they are looking for. Afterwards, each participant of the course says a little bit about themselves and what kind of internship they are looking for.

After this presentation phase, the employers offer their placements at “stands”. Course participants go from one “stand” to another with their CV and have a brief interview with employers. Sometimes there are also employers who ask to speak with someone in particular who they think is especially interesting. When employers have spoken to all those who consider themselves to have an interesting profile, they can make an agreement directly with the people with whom they wish to have an internship contract or, if they want to reflect a little on who to select, they will contact candidates later.

Representatives of social services are also invited to the meeting, who will be able to talk to employers and participants and draw up a contract there and then if a training agreement is reached.

The career day is useful because it allows participants to have a real interview experience and it is a self-presentation exercise that represents both a linguistic exercise and an exercise in putting one's skills into words in front of an employer. Participants are prepared for this at school, first writing a CV and then practicing self-presentation and identifying the skills they have gained through “career learning”. It is motivating to then be able to put into practice what was learnt in school in a real-life context and with employers who will actually want to select and hire someone. If it was just an exercise

in the classroom and with the teacher, the participants would probably have tried less and would have been less motivated. In this case, however, they will actually be judged based on how they present themselves and their effort will have a real output. The feedback is real and immediate, and this gives the candidate more incentive to do their best.

Another important aspect is the fact that, by presenting various candidates to employers, they will be able to choose who to select and will thus feel even more involved and a greater responsibility to provide good education and to include trainees in their company appropriately. When a school or social services instead give a candidate a position without allowing them to choose, their sense of involvement can be less and their dissatisfaction greater. By setting up a meeting between the employer and the candidates where the selection aspect is real, there is also a better chance of making a good “match” between them and finding candidates and employers who are on the same page and where the candidate is considered suitable for the workplace.

Teachers also receive important feedback by looking at how the interview with their students is carried out and evaluating how they manage to present themselves in front of employers. They find out how they prepared their candidates and on what aspects they will have to work even more. Interviews can also be evaluated together in class following the event and students will be able to reflect on what they did well and what was difficult or where they went wrong.

It is also essential that employers feel they have a support system around themselves consisting of social services and school staff, who are present and will intervene if there are problems with the candidate. If, on the other hand, the employer is left without a support apparatus, they are less likely to be available in the future to receive trainees.

For the internship coordinator and the teachers, it is important to evaluate the partnership with the employers at the end of the internship, to see who is suitable for this role and who, by contrast, is only looking for a “free” labour force without worrying about giving the candidate any job instructions that would be useful for the purpose of their employment. Evaluations must form the basis of the selection of employers for future “career days”.

### **3.2.6 Sector experts' involvement in the design of the training concepts**

The matching of labour demand and supply does not only comprise the process of bringing employers and job candidates together. Part of the process is also to make sure that interns acquire the skills needed at a specific workplace during fast track labour market integration programme training. This is an important precondition for the long-term matching of workplaces and employees. It is clearly an advantage of fast track programmes that employers have a period with no costs to train staff and to make participants acquire the right competences in order to fill vacancies.

The involvement of basic vocational training content is therefore an integral part of the empirical research project. Fast track labour market integration training programmes which are developed in cooperation by training centres, sector specialists and companies incorporate these kinds of sought-after skill. In Stuttgart, concepts and

curricula for fast track labour market integration training were designed by teachers from the adult education school (“Volkshochschule”) and by sector experts. In the hospitality industry, for instance, the Academy of the German Hotel and Gastronomy association “DEHOGA” was involved. The integration of sector-specific skills development as part of empirical research training is described in detail in Chapter 5.3.

### **3.2.7 Close contact with companies and interns during the training**

Close contact with companies and interns during the training is an essential element of the fast track labour market integration programmes. This contact was necessary to solve daily communication and behaviour problems during the internship, to guarantee that workplace issues could be transferred to the classrooms, to give companies as well as participants the feeling that there is support in case of problems, and, as long-term goals, to prevent drop-outs and to pave the way to long-term employment of the interns in their internship company.

In Stuttgart, contact with companies and interns is not only the responsibility of a single partner and person; instead, a whole network of contacts and support is available. It includes the following support:

- the coaches from the Job Centre Stuttgart, who are mainly responsible for daily issues such as attendance, punctuality and respect for rules at the workplace as well as in the classroom, legal questions, health questions, questions of transportation to the workplace, etc. job centre coaches are available at any time for ad hoc questions to be answered
- the coach from the adult education school Volkshochschule Stuttgart, who visits places of work on a regular basis to observe and support learning processes at the workplace and uncover problems of communication and language
- a coaching and guiding teacher from the Volkshochschule in the classroom, whose workplace visits are mainly geared towards investigating workplace-specific learning content and discuss competences needed during the internship.

As part of Talents’ sister project, Fier, the academic partner Pädagogische Hochschule Weingarten also designed a company mentor training course, teaching company staff to support language learning and other learning processes of the interns at the workplace. As well as training company staff, this training was also an excellent way to establish close contact with relevant people in the companies who work with immigrants on a daily basis (see also Chapter 5.4.3).

### **3.2.8 Transition management**

In Stuttgart, transition management is an integral part of the fast track labour market integration training programmes. The job center in Stuttgart was responsible for personal contacts with to the companies. About a month before the end of the fast track training programmes, feedback meetings between job centre coaches and the human resource departments or responsible staff at the companies take place to evaluate the

internship, to check options for further employment and to explore the possibility of financial support for the job center to fund an employment post.

In addition, the transition management was supported by different partners and from different perspectives:

- the constant backing from coaches from the job centre and the school during the internship with the goal to keep the intern working there in the company or to change to another workplace in the event that problems arose
- building contacts between the interns and other companies from an early stage if long-term employment at the internship company is not possible
- preparation in the classroom by the teacher and the school coach through:
  - intensive work on CVs and cover letters
  - learning strategies for finding job advertisements
  - preparing speculative applications
  - practising how to contact companies one is interested in
  - learning how to build and use personal networks to find a job
  - simulating how to interact in job interviews, etc. The aim is not only to prepare documents but also to stimulate job searching strategies for those not offered any follow-up employment.

Employment rates of participants of up to 90 % at the end of the fast track labour market integration programmes showed that the system of transition management was effective.

### **3.2.9 Connection with social inclusion services**

Solving problems not directly related to work is another rarely visible element of the match between labour demand and supply. Many companies do not find staff because jobs ask a great deal of the participant's physical and mental abilities.

Quite often, the reasons for people dropping out of the fast track labour market integration training programmes were not problems related to the training or the workplace but were general personal problems such as health issues, legal problems and poor housing conditions or problems related to family issues, e. g. childcare. It was therefore also important to build a network of experts and supporting institutions that offered help concerning these aspects.

Among other things, links were established with actors such as public medical officers, institutions dealing with traumatised people and people with mental health problems, and organisations offering advice on childcare, etc. They were addressed on a case-by-case basis.

Additional support partners therefore had to be included in the project work. During the project period, this cooperation was only implemented through signposting – a long-term goal is to establish a support network with stable personal connections and a constant dialogue.

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## 3.3 Workplace learning potential in hotel settings

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### 3.3.1 Introduction

This chapter aims to introduce the meaning and the complex features of the construct that is the potential for workplace learning. To do so, we will start by looking at business and at hotels in particular as a cognitive system (Chapter 3.3.2) and related components (knowledge and containers of knowledge: Chapters 3.3.2.1 and 3.3.2.2). We will also look at the subjective dimension of the hotels where the sensemaking has its own relevance (Chapter 3.3.3). Learning actions and their different forms are also taken into consideration, especially considering the most important actions that affect learning and growth-embedded learning actions as explained in Chapter 3.3.3.

Hotels can be considered to be systems of people and goods aimed at the production of services (reception, cleaning, suppliers management, catering, etc.) and the creation of value. Knowledge in organisations lets us know which service to produce, how to produce it, who to distribute it to and how to distribute it. This is what enables organisations and hotels to work.

The wealth of knowledge that hotels have is not the sum of the wealth of each individual employee who is part of it. Not all the knowledge that employees possess has a use value for an organisation and, therefore, not all of it enters or will ever be part of its cognitive system. It can be considered as a person whose own knowledge is different from the individuals who are part of it. This means that each of the elements that make up the “containers of knowledge” generate learning activities not as an object of teaching but because it contains knowledge and because the mere fact of entering into a relationship with it generates learning processes through educational actions of a different nature and form. The issue faced in the chapter is which kind of learning is connected to that and which kind of learning process it can generate.

From the immigrant perspective, we take the approach of strengthening the immigrant's capacity to build and develop their own personal, professional and social identity (see Chapter 1) through the intentional management of learning processes that are taking place within the workplace context in the view of macro and micro

transitions management that lead to personal aspirations being realised. This is possible by considering immigrants as individuals who all possess latent employment potential, need a fast track labour market integration programme to enter the local labour market quickly (see Chapter 1) and settle into an autonomous life in the host country via a personalised approach.

Organisations such as hotels can help in this integration process, leading to self-realisation on the part of immigrants. Policies are needed to strengthen the workplace learning potential that can support these processes and shorten the integration window (see Chapter 1).

### 3.3.2 The hotel as a cognitive system

#### 3.3.2.1 Organisations and related knowledge

In order to better focus our theoretical reflections, we shall try to summarise the main aspects that are typical of learning within organisations within the framework of a hotel setting (constraints and opportunities of learning actions in these organisations) along with the dynamics that accompany the development of professional tasks with regard to employees' growth.

If we believed that the answer to the growth of people in organisations could be found merely by increasing the transfer of knowledge and its quality, we would focus on the methodology and didactics of training. The solution of increasing the number of courses, classrooms, seminars, etc. is not entirely baseless. It was the only offer managed intelligently and, probably, also effective in organisational contexts where there is simply the dissemination of encoded information and in which the productive factors at the source of growth were and are derived mainly from financial and productive tools, where the human factor and the active role of individuals are of marginal importance. It is this reality that, up until the second half of the twentieth century, legitimised the recourse to training primarily as a tool for the transfer of predefined knowledge. Essentially, it was and is used to perform functions of adaptation and compensation of the knowledge gaps. It is a vision and a type of use in line with the exogenous theories of the growth of organisations, where growth is the result of knowledge and technology transfers in from the outside. However, training has another function.

Hotels conceived of as cognitive systems can be seen as systems of people and goods that are aimed at producing services and creating value for the hotels themselves. Knowledge within hotels has this function: it allows us to know what to produce and to improve the kind of services to be produced. In addition to that, more knowledge is needed by hotel organisations because they need to know about (i) the recipients of the services they produce (their clients: who they are, their tastes, their habits, and so forth), (ii) the methods and tools they need to produce goods and services, (iii) the ways through which they distribute these goods and services. Hotels "are nothing more than a cognitive system that is capable of giving a value to the knowledge of which they avail, that is capable of transforming knowledge into value through its own actions" (Vicari, 2008:49 and 53). Their prosperity is based on their ability to

use the knowledge that creates value (Vicari, 2008: 44), whether these are generated inside of hotels or are to be absorbed by external actors.

**3.3.2.2 Personal growth of employees in hotels is the result of the stock of knowledge that is present within such organisations**

The wealth of knowledge that hotels have and develop is not the sum of the wealth of each employee. Only knowledge that has a use of value for the hotel is part of the hotel’s knowledge and will be part of its knowledge where that use of value is created and developed by employees. Only this knowledge is part of the organisational knowledge. We can consider hotels as “a person whose own knowledge is different from the individuals who are part of it” (Vicari, 2008:51–52). This organisational knowledge is generated by the contribution of the individuals who are part of it and it is deposited and kept in the “containers of knowledge” that every hotel has as every organisation does. Containers are made of “physical capital, organisational structures, routines, individuals, and, as far as trust is concerned, [of] the type of relations it enjoys” (Vicari, 2008:57). The wealth of knowledge of any hotel is incorporated in the different types of instruments that guarantee its operation, as well as in the individuals and the groups that comprise it (Horvath, 2007).

**Table 1.:** The Containers of Knowledge (Vicari, 2008)

Physical Capital	Organisational Structures	Routine	Individuals	Relations
Machines	Organisational Architecture	Management Methods	Individual Skills	Horizontal, within the organisation
Equipment	Work Organisation	Decision-making Methods	Personal Experiences	Vertical, with customers, suppliers, financiers
Materials	Incentive Systems and Evaluation	Managerial Practices	Managerial Knowledge	Laterals, with partners and competitors
Information Systems	Control and Reporting Systems	Operating Procedures	Knowledge Specifications Technological	Extended, with the local, national and international community
Software	Quality Systems	Operating Practices	Specific knowledge of the market	
Patents	Culture, norms and encoded values		Knowledge Personal General	

Although this is a general classification that is valid for any kind of organisation, the identification of the containers of knowledge also provides us with a suggestion for which factors generate knowledge within hotels and which form the basis for developing data, information, for new learning and then for knowledge for the individuals who are part of it. This means that each of the components of the containers generates learning activities not merely as an object of teaching but because it contains knowledge and because the mere fact of entering into a relationship with it generates learn-

ing processes for individuals that are in relation with them through educational actions of a different nature and form. Mostly, learning generated from it is informal and is mostly embedded into professional environments.

Containers of knowledge highlight the institutional dimension of a hotel's culture whilst a different issue related to individual learning processes deals with sensemaking.

In a nutshell, learning actions are more complex than the transmission of predefined knowledge since they accompany the whole process of making use of existing containers and develop them, where possible also transforming them. To do so, learning actions should take on the following three fundamental features:

- all the containers hotels have constitute the basis and the source of development of new learning and, therefore, creation of new knowledge; they constitute an inevitable field of training in that they are part of the environment in which employees operate
- there is no separation between research, technology and production, management; on the contrary, training works on their synergies and on processes that make knowledge evolve regarding what services to produce and deliver
- training does not necessarily take place downstream of some other action; this may be necessary in cases of absorption of knowledge from the outside. Normally, learning takes place in everyday life and accompanies all productive processes.

### 3.3.2.3 The subjective dimension: the construction of meanings in hotels

Choices, decisions and behaviours that guide professional actions are not determined by a perfect rationality. This is because the rationality that guides decisions is necessarily limited due to the limited information available, the cognitive limitations of the individuals involved, and the time available for preparing decisions. Decisions, behaviours, and choices within hotels are the results of rational and non-canonical processes, of individual and collective processes of sensemaking through which every employee acts and gives sense and meaning to what they do (Weick, 1995). In this interpretive model, organise corresponds to giving a sense to flows of experience (Bartezzaghi, 2010). The action itself is generated by the sense that employees attribute to what they do while working (meeting customers, making them feel at ease, etc.), by the way they interpret reality and the aspects they consider.

The main characteristic of people working in this industry is that they enjoy working with people, they enjoy giving the best service and they like it when the hotel is full of guests.

[...] The housekeepers enjoy making the rooms look nice for the guests arriving even though they might not even meet them. Being a chef, you need to enjoy cooking for a lot of people. You also need to be good at organising, in order for the food to be out at the right moment. Practical skills can be taught, but the sense of meeting peoples' needs and feeling what might make them enjoy a little bit more without them asking, that is something that has to be a natural skill. That cannot be taught. **Teacher in Hotel Talents, Cuben Utbildning, Gothenburg, Sweden**

For the employee, therefore, the elements of reality that exist correspond to those that they have activated through their sensemaking. Housekeepers and cleaners give a different meaning to the tasks they are assigned (related to their job description). Consequently, the environment itself is built on the basis of actions that take place and that are the result of the allocation of explanations that are acceptable, credible and desirable with respect to what is done and that legitimise the objectives pursued.

The hotel industry is a good place to grow and to build your career. Housekeepers find pleasure in preparing the rooms for future guests. They try their very best to leave every room with the feeling that they did that little extra thing for the guests to be happy. **Cuben, Gothenburg, Sweden**

Some people might not be talented in learning languages in a classroom but are good at improving communicative skills in a job and thus in a social environment with German-speaking people around. **Volkshochschulverband Baden-Württemberg, Germany**

But, after it was built, it is the environment itself that influences and constrains the actions of the person (Weick, 1995). Employees along with hotels where they are included arrange the sense of actions undertaken while working. In this sense, hotels are not an external constraint, a higher-level entity that responds to a pure rationality from which the actions of the agents derive. Hotels are made up of the set of interrelationships between the interpretations and actions of its members that evolves as a result of continuous dynamics between every employee, groups of employees and the context. The learning potential of the hotel will differ depending on the kind of interactions that are built and managed.

Hotels are nothing but a “system of meanings and social processes of sensemaking, during which meanings are assigned to things and events” (Ericson, 2001:113). If these are the real processes through which individuals act within hotels, in terms of learning and training, we need to identify the factors by which hotels support and guide the process of sensemaking. In this way, we can highlight a second field of learning action: we can add actions to give individual support to processes of sensemaking using the elements of the organisational context for the same purpose.

#### **3.3.2.4 Actions that guide the sensemaking processes within hotels**

Training someone can be considered as the result of the meanings that are built using material and intangible artefacts (behaviours, living conditions, written and unwritten rules, customs, cultures) that are encountered inside the hotel. Hotels build contexts that provide the material which sensemaking feeds on, and they impose cognitive constraints (or containers of knowledge) imbued with cultural content and values on the actors (Weber & Glynn, 2006:1642). Hotels provide the raw material, the content for the sensemaking by defining the professional identity of the employees, their jobs and tasks, determining the role of each of the actors, the type of situations in which the actors operate including the challenges to be faced and actions to perform. This is achieved by defining institutional identities and roles within the workplace, by determining the specific types of action that correspond to precise institutional expecta-

tions (negotiation, obedience, loyalty, sense of belonging, affiliation, etc.), and, finally, by defining specific types of situations (work, training, agreements, etc.). The combination of these three factors and the various possible combinations determine the starting point of the sensemaking processes and their degree of autonomy. The most important thing is to intercept any component of the organisation that can be intercepted.

The coach from the adult education school Volkshochschule Stuttgart visited the places of work on a regular basis to observe and support learning processes of immigrants in the workplace and to uncover any problems of communication and language in order to intervene quickly, while actively involving the person affected. **Baden-Württemberg, Germany**

Through these elements, hotels, as with the other organisations, tend to automate actions that prevent deviant behaviour. This does not mean, though, that hotels can achieve this result by the prior transmission of notions for the individuals to internalise. Sensemaking cannot be transmitted; it can neither be suppressed with targeted interventions made when it occurs, nor can it be done in advance by the internalisation of rules to be adopted or the implementation of fully controlled mechanisms capable of ensuring an unequivocal result. Sensemaking cannot be done in advance since it is a process that never starts because it never ends (Weick, 1995:43). People are constantly immersed in situations that require a continued commitment of interpretation and the balances achieved need to be constantly confirmed.

Sensemaking and actions that guide it are the results of continuous actions that are generated within and go on inside the workplace: hotels along with their containers of knowledge support the sensemaking processes of each individual in a continuous process that every employee builds, rebuilds and evolves while working.

### **3.3.3 How immigrants learn or de-learn while working within hotels**

#### **3.3.3.1 Different forms of learning in the workplace**

The kind of learning in the workplace that went on in the research pilots included different “forms” of learning:

- formal learning (classroom)
- on-the-job learning (internships)
- workplace learning (referred to the management of informal learning processes to which immigrants are exposed while working)
- work-based learning (referred to the design, delivery and management of learning associated with specific hotel environments through the use of authentic materials).

#### **3.3.3.2 Learning action and learning**

Action at work develops learning meant as a set of “implicit or explicit mental activities that lead to changing knowledge, skills or attitudes or the ability of individuals, groups and organisations to learn” (Ruijters & Simons, 2004:210, in Bauer:21). This definition

highlights three aspects of learning in organisations namely the ones we explained hereafter.

The explicit or implicit character of mental activities make reference to the existence of learning processes, conscious or not, intentional or not. The observation is important both at the individual and organisational level, since unintentional and unconscious learning can be a source of processes that are unexpected if not, indeed, damaging or obstructive to growth processes.

The ability to produce both new cognitive structures in the subject – forms of categorisation and/or conceptualisation of the experience – and new behaviours and performance.

The possibility that learning concerns individuals, groups and the organisation in and of itself. We hereby refer to hotels.

Other definitions – learning understood as a process through which knowledge is created by the transformation of experience (Kolb, 1984) – point out how ideas and concepts are formed, transformed and reproduced constantly through experience and evolve because of situations. Two thoughts are never the same because experience always intervenes to modify aspects, content and details. Learning implies a continuous revision of prior knowledge – if it exists – or the creation of new knowledge and involves various functions and attitudes of the organism (thinking, feelings, perception, behaviour, and emotions). Learning from experience involves placing learning inside the relationship between the individual and their context (understood as the set of factors that make up the action). To state that one learns while working does not mean that putting a person in a place, in a hotel, in a restaurant is sufficient to enable them to work and grow. Incorrect selections, errors, defects, and conflicts, etc. demonstrate that the process is not natural, but is built consciously (and even unconsciously, as a reproduction of cultural models). It needs to be self-guided, self-controlled and self-managed with regard to personal objectives, goals of development, individual aspirations. The result is the fruit of the encounter between the learning potential of the workplace and the propensity of individuals to learn.

The learning potential (Jørgensen & Warring, 2002) of an action varies according to its characteristics. For our purposes, it would appear useful to refer to the classification based on the level of cognitive adjustments (Rasmussen, 1987) so the distinction is made depending on the kind of processes that prevail in the action:

- a) processes based on the possession of skills that allow a high level of automatic behaviour not necessarily based on full awareness of the actions undertaken. Such actions are mainly based on tacit, not formalised, knowledge that guides the action but cannot be easily reconstructed by the person (Ellström, 2006) (*skills-based processes*)
- b) processes that imply an ability to apply rules and procedures which are routine in family situations but which must be interpreted and implemented in a flexible

way, adapted to each specific situation. Some awareness and consciousness are then required (*rules-based processes*)

- c) processes that involve the possession of a knowledge base that allows new situations to be tackled where compliance with the existing rules is not sufficient and where it is necessary to know how to set up plans and projects that require the ability to predict, experiment, evaluate and make decisions (*knowledge-based processes*).

Learning deals with the types of actions that can coexist within the same professional role but that may also be present in different moments when performing the same role. We could conclude that the learning potential of a type of action will vary according to the type of cognitive processes that it entails. The less immigrants learn while working, the less the potential for them to learn from their actions will be.

### 3.3.3.3 The construction of learning action in the workplace

The actions that take place within a productive activity are highly structured due to the aim pursued. It is hard to say that they are less structured than a course or a seminar. A job description, a process, a procedure sets out in detail the actions and operations that must be performed and how to achieve them.

Front desk and restaurant staff have to face the guest in all situations and make sure they are happy. [...]

The Housekeeping Manager has one or more Shift leaders working under her. The responsibilities of this position are opening or closing the department every day, managing the staff and allocating the daily work, replacing staff if anyone is sick and also making sure the responsibilities of the Housekeeping Manager are covered when she is not there.  
**Cuben, Sweden**

On a normal day, I have to clean and prepare 20 rooms. If it is a due out room, I have to change the sheets, duvet covers, pillow cases, and clean the whole room. I must not forget to change the towels. I use a vacuum cleaner on the wall-to-wall carpet. I also need a broom, cloths, a bucket and a trolley. It is important not to clean the hand basin with a cloth and then use it again to clean the toilet. Hygiene is important. We use many different detergents. I always check if I need to refill soap, put toilet paper on the roll and add other complimentary guest items. In some hotel rooms, there should also be slippers and robes for guests. I also need to check that the kettle is in place and that there is enough tea, coffee, cups and glasses. **Talents participant, Oslo, Norway**

Building a learning action is a process that is completed during its course, in the interactions/transactions that are activated between the elements involved.

The construction of a work action may or may not provide for processes that stimulate or inhibit reflection; or that enable the person to first of all commit themselves or not, participate in the action and, therefore, carry it out while being able to develop – where necessary – their own learning cycle (Kolb, 1984) comprising:

- full participation in the concrete and real experience
- reflective observation of the experience carried out, analysed from various perspectives
- conceptualising and systematising on a theoretical and methodological level the experience completed in order to make valid conclusions for future experiences
- testing the cognitive results achieved.

#### **3.3.3.4 Individual participation in learning processes**

The learning potential of hotel environments has to be activated by individuals. Failure to do so depends solely on the ability of the employees and on the interactions between them and the situation in which they are called on to work. Such interactions have three basic characteristics:

- the decisions of the immigrant worker to work in learning processes are oriented by the context but are formulated on the basis of individual characteristics, by the values, personal life stories, learning styles resulting from previous life and work experiences. This explains the difference in results depending on the people concerned
- the participation of individuals is active and involves dynamic processes of negotiation even in situations of high learning potential. It is the search for meaning, the evaluation of the relevance and coherence with values, interests and life projects to produce the level of commitment of each individual. The absence of meaning can lead to a profound loss of identity with respect to the values and work practices of one's organisation, to the rejection of the proposed action. This means that, even in learning activities with the highest potential, it is necessary to take care of individual negotiation processes that determine the quality of participation
- the quality of the results in terms of growth of the immigrant in the workplace is strongly influenced by the quality of affordances and rules in the workplace and in the action in which individuals are called to work (Billet, 2001:213). The assumption that learning is at least partially self-directed and that this is an attribute or characteristic of each individual best explains the dynamics of negotiation of the commitment and outcome of the training. Every immigrant then has the power to guide their own learning processes that are generated in the workplace and while accomplishing professional tasks.

#### **3.3.3.5 Factors generating learning for immigrants within hotels**

As in other organisations, we can identify the factors and organisational conditions that promote learning in the workplace in hotels too. The basic elements to consider are:

- the individual's propensity
- the relationships with the other actors in the workplace
- the organisational context.

#### **The individual's propensity**

With regard to the individual's propensity to learn in the workplace, as mentioned above, this is based on participation and individual involvement, on commitment, on

people's trust in their ability to deal with the tasks, on motivation and the dynamics of sensemaking related to the work carried out.

Even at the individual level the propensity to be proactive affects the identification of the educational opportunities contained in each of the activities (Eraut & Hirsch, 2007:30), while the level of self-efficacy also affects it (Bandura, 1995). This is also manifested in the ability to devote time to one's own training by talking with colleagues in the workplace.

Guidance plays a crucial role in this.

Guidance in a Talents class is often about guidance for life. It is not limited to two areas in a life (vocation and education) but is widened to encompass all aspects of life. It is about guiding oneself towards better self-esteem, towards a better understanding of the society, to the vocational life and the explicit and inexplicit rules that come with it all. **Sweden**

The classical understanding of guidance must be challenged in order to create new frameworks for collaboration, through increased coordination of guidance services, reshaping in many ways what it means to be a 21st century counsellor. **Norway**

Personal empowerment is closely related to the question of motivation. Giving responsibility for life and career back to the immigrant is, therefore, another goal of Talents where the concept of empowerment also used the "entrepreneurial" approach. The goal of empowerment can only be achieved if it is embedded in a holistic approach, i. e. if it is part of individual guidance, of discussions or group work, as well as of practical training in companies. **Germany**

### Relations with other organisational actors

As for relations between actors – including customers and suppliers – what matters is the feedback on performance achieved in work, the support, the trust received from colleagues and superiors (Eraut & Hirsch, 2007:30). Here, at least two levels must be distinguished in terms of the dynamics within the team and the relationship with the line manager (in addition to these, the relationships with suppliers and customers should also be taken into consideration depending on the job description of tasks to be performed by immigrants).

The level of the team concerns dynamics such as the existence of a relationship of mutual learning between members, based on reciprocal respect, the frequency of informal discussions with colleagues on work-related matters, and the formal processes of team life (meetings, project reviews) that involve questioning individual skills (Eraut & Hirsch, 2007:87). Regular, high-quality feedback received by immigrants on how they are performing and how they can improve support individual growth and progression processes.

The managerial level highlights the dual role of the manager. In business, in order to learn it takes teachers (Vaughan et al., 2011:28), meaning people who can manage the learning processes that are at the origin of the performance of their colleagues. These skills are manifested in the attention paid to the learning consequences of actions such as the distribution of roles, the definition of work processes, protection of the learning dynamics both on and off the job, showing tolerance towards a diversity of

views and the ability to consider alternative suggestions, possession of coaching, delegation, negotiation, dialogue management skills and the emotional aspects of the work (Eraut & Hirsch, 2007:33). Depending on the manager immigrants have in the workplace and their own way of supporting learning processes by different actions (i. e. feedback, shadowing, mentoring, etc.) the learning condition is ensured and covered.

They learn by interacting with the colleagues, listening to managers and the supervisors.  
**Cuben, Sweden**

The long-term impact is also guaranteed by feedback from bosses, managers, peers. **Baden-Württemberg, Germany**

### The organisational context

With regard to the organisational context, the essential component is the nature of the work and its expansive or restrictive features (Ellström), as well as the culture of this training and policies for growth and development of human resources. This depends on the characteristics of actions such as: systems of performance assessment as well as the reward systems and the extent to which they keep the learning culture stimulated; the presence of values that insist on personal participation in work; building a collaborative climate; and encouraging the growth of social capital through the development of networks of relationships, both within and outside the hotel.

#### 3.3.3.6 The value proposition that hotels make to immigrant workers

The combination of the factors listed above may be identified and measured (and therefore deliberately managed). From an organisational point of view, they determine the sensemaking of the immigrant worker and contribute to creating the learning potential of the hotel. The initial theory is that the best possible balance between people's expectations and value perceived by each organisational condition in which they operate determines the best results in terms of motivation, growth, permanence in work and, ultimately, the quality of individual performance.

The Employee Value Proposition (EVP) approach tends to align, with respect to each individual, the set of policies and measures that can be adopted by any hotel for its employees. It then becomes a tool that indicates to what extent the level of balance between salaries and benefits, policies and practices is considered adequate with respect to how much the organisation requires in terms of performance (Hill & Tande, 2006).

The adoption of an EVP perspective helps individuals to understand the level of alignment and coherence between the different factors that create growth in people; this helps them to understand where there are contradictory dynamics that frustrate the efforts made, e. g. in relation to innovation or monetary incentives.

The EVP model is generally based on the following elements:

- *compensation*: the amount of salary earned by the immigrant
- *benefits*: the indirect salary that includes the provision of benefits relating to health services, leave, social security conditions, time off, etc.

- *job content*: the satisfaction that an immigrant may derive from the work performed, linked to the intrinsic nature of the work undertaken, including the level of autonomy and responsibility of the job – i. e. the degree of control that they have over their working life (Towers, 2008). Here, it is the learning potential of the work and its intellectual qualities that count. This will also affect the relationships with suppliers and with internal and external customers, depending on the positions covered, the ability of management to build constant opportunities for motivated commitment, and ethics
- *career development*: the opportunities for horizontal and vertical mobility in the medium/long-term offered to a person for their professional advancement and development. This should be seen in relation to the ageing population and the consequences in terms of diversity management on grounds of age
- *belonging*: the sense of identity and belonging that a person has with respect to their organisation. This comprises the quality of relations with the hotel and with the various internal actors, the reputation of senior colleagues, the feedback from supervisors, respect, assessments.

Also important are the peer relationships within the team to which they belong and, in civic terms, the perception of social responsibility of the organisation and the sense and importance attached to its role in society.

In the EVP model, learning is everywhere, as learning processes are generated by the training that accompany and enable the career paths that are necessary for work so that work uses and generates the knowledge necessary for its development. This, in turn, generates a sense of belonging, since they are at the base of the person's construction of interpretations of the mission and the values of the organisation and the decision to filter them and share them.

Many managers started their career as housekeepers or pot washers and worked their way up to a managerial position. Some find their way to other departments of the hotel and some stay for many years. The industry has a well developed system for educating within the company. **Cuben, Sweden**

Less significant is the relationship with the remaining two elements:

*Compensation and benefits*. These rather constitute contextual elements that encourage or discourage the learning potential of the context; they increase or reduce the motivation to learn but do not affect the results of the learning or the contents of learning, as happens as a result of, for example, career development towards one or the other of the professional opportunities available.

### 3.3.4 Learning actions that are autonomously influenced by immigrants

We have included the actions of the immigrant worker in the sphere of self-directed learning meant as a process in which immigrants take an active role and control learning processes that take place while working. These play a key role in the processes of sensemaking and knowledge production. Actions supporting self-directed learning

processes also depend on features and characteristics of immigrants like their emotions, their attitudes, their behaviours, their values, their motivation to do things. Moreover, self-directed learning depends on how each immigrant is involved in the experiential learning in the workplace. An organisation cannot intervene directly in the personal characteristics of a person, or in their learning styles, but it can create the learning actions that generate processes of self-directed learning and knowledge production.

This result can be achieved through actions that aim to have the immigrant participate in situations where new knowledge is created, not yet codified, that does not yet exist in the organisation but is obtained through the activities of its members. This is also the case leading to the evolution of existing knowledge as well as evolution of containers of knowledge.

This type of action usually includes the situations where a person is called to be part of a research project as well as the less complex and most recurrent analysis of errors made in their work, aimed precisely at learning from their mistakes. Alternatively, even though the knowledge already exists within or outside the organisation, the actions taken aim to make the person acquire knowledge, whether encoded or not, through specific transfer actions. This type of action includes both the usual training opportunities (e. g. safety in the workplace) and learning by coaching.

Participating in the creation of new knowledge and acquiring existing knowledge are the two basic types of learning actions through which hotels manage the growth of their staff.

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### 3.4 The role of adult learning organisations: managing a cultural and organisational change

PETTER YTTERENG WITH CONTRIBUTIONS BY HEIDI HOFSMO AND ÅSE KAREN WESTAD FJELD

#### 3.4.1 Introduction

The object of this chapter is related to the analysis of the role of adult learning centres that work together in the implementation of fast track labour market integration programmes. Such cooperation gives them a new mission and responsibility, as it implies that their educational functions are shared with businesses and guidance provision. Adult learning centres are then required to activate change management and cultural innovation processes. This chapter is based upon the experience gained by Norway’s Rosenhof School, a centre set up by the City of Oslo. Having piloted research learning activities more than the other centres, it has been managing change management processes leading to culture innovation within the organisation with regard to learning objectives, as well as getting immigrants integrated into the labour market quickly. For this reason, this chapter examines organisational change processes closely linked to

this type of activity. It goes on to deal with actions that are needed to manage the organisational culture of personnel.

### **3.4.2 Organisational changes as a precondition for fast track labour market integration programmes**

PETTER YTTERENG

In many European countries, language training for immigrants was traditionally separate from vocational and work-related training and was not linked to workplaces. Although national language training systems were established and largely extended in many regions, their level of specialisation did not increase for many years.

At the Rosenhof school in Norway, the situation was similar. Rosenhof is a well-established school for adults offering mainly Norwegian language classes for immigrants in Oslo. Classes at Rosenhof used to be very exam-focused, with no connection between language classes and the labour market. Job-oriented training was not offered by Rosenhof itself but outsourced to other schools in Oslo. The school's vision was "as much Norwegian as possible in the shortest possible time".

This vision was a poor fit with the mission defined by the Norwegian Introduction Act. One of the clear goals of the Act is to ensure a lasting relevant connection between language and integration classes and working life. In order to focus on this – and not only in the work-oriented courses – it was only natural to look at all the training offered at Rosenhof with a view to forging links with the labour market and employers.

Since 2014, when higher numbers of refugees started to come to Norway, the political focus on work-related courses has increased in the field of adult education and, specifically, immigrant education. Politicians called for education to be even more work-oriented and focused on the goal of establishing a permanent link with working life, regardless of which legislation the education was related to.

The focus of Rosenhof was thus that the change would adapt all education to a work-related context. The basic concepts of Norwegian classes were to be linked to the competence that our participants were required to ensure in order to find permanent and relevant work. This meant that Rosenhof had to find strategies for both introducing labour law courses and integrating work-related issues into general training.

As a consequence, organisational changes at Rosenhof were absolutely necessary in order to implement these new forms of learning. The new initiatives not only resulted in the adaption of learning offers and didactics; they also required a fundamental cultural and organisational change.

New teaching methods and a new role of the teacher were needed – not only due to the new settings of work-related integration programmes, but also due to the fact that more and more of what people need to know is learnt outside of formal educational institutions. In this environment, it is imperative that educational organisations shift their focus from classical education to lifelong learning, skills development and real-life connections of the learning in multiple ways.

As with all changes, a new culture and new ways of working in adult education schools may result in a sense of fear, disbelief, frustration and finally in a general rejection of the changes among the staff. This was the situation at Rosenhof, which is why Rosenhof had to find a strategy for change. At the end of 2015, the opportunity arose to be part of the European research project aimed at forging links between the language training classroom and the world of work. Rosenhof took the chance to develop the new practice through project work with the goal of sharing the knowledge acquired with the whole school afterwards.

When starting the new fast track labour market integration programmes, the Norwegian adult education school Oslo VO Rosenhof launched a processes of change management. For Rosenhof, it was a big challenge to motivate and slowly implement a phase of experimentation, reflection and improvement for all employees in the entire organisation.

The process was supported by the fact that half of the staff joined during the change management process, mainly because of the high demand for Norwegian language classes in Oslo, but also because teachers had retired. This made the organisation more change-ready and enabled a culture of talking openly about the changes to be established. In the process of hiring new employees, Rosenhof looked for people who had experience not only in teaching Norwegian, but also in other industries. This was crucial for implementing work-oriented learning solutions.

The change management that was related to the implementation of fast track labour market integration training programmes comprised four main areas of change:

- a general change in the organisational culture
- staff development geared towards implementing new teaching methods that customise the training to the individual's needs
- implementing an understanding of the importance of what skills are needed in the 21st century
- digitalisation of teaching.

These fields of change management are described further in the following chapters.

### **3.4.3 Areas of change management**

#### **3.4.3.1 Changing the organisational culture**

School development is an ongoing local process. Its ultimate goal is that every person or pupil should be able to develop to the greatest possible extent. The changing nature of work and society puts pressure on the education system to build agile organisations which, like the individuals themselves, are able to adapt faster to changing environments.

Rosenhof started to implement smaller organisational changes through projects such as the Talents research project, with only a few teachers focusing on employee-driven innovation, to slowly change the whole organisational culture. The planned goal was that these teachers would become “change agents” within the organisation

and that they would talk with other teachers and motivate them to try out some new methods in their own classes as well. In addition to the Talents research project, several projects were started that were trying out almost the same, mainly with participants who had been educated for a short time.

Critical questions with view to the change of the organisational culture were:

- what do the learners learn?
- how could the learners be made better aware of what language they need to succeed at work or in a job interview?
- what do participants have to learn in addition to the Norwegian language, e. g. values?
- which 21st century skills in a Nordic context do they need and how can they interpret their own skills in this Nordic context?
- how could the language learners' own experience and interpretation from their original contexts be integrated in the courses?
- how could learners become active citizens in individual societies such as those in the Nordic countries?

One of the key success factors in implementing work-oriented language training, according to Skills Norway, is to ensure a broad understanding in the organisation, among both those who work with fast track labour market integration and those who do not.

In this sense, encouraging employee-driven innovation is a bold move without having a corresponding culture already in place. From a critical perspective, this strategy puts a lot of responsibility on the individual progressive teachers to be agents of change within an organisation where strong informal leaders think that their core competence and job is teaching the Norwegian language, and others believe that their core competence and job is to customise training for each individual adapted to the individual's needs. This leads to the fact that some will work towards the goals of the organisation and that others will work towards their own agendas. A lack of organisational clarity can be avoided when expectations are clear, which means that there is accountability. That is where balanced and effective autonomy comes into play.

To conclude, the empirical research done by the Talents programme made it possible to encourage innovative employees to take risks and learn from failure, to create and drive a culture of innovation with a bottom-up approach, and to embark on a journey from teacher-oriented to individual-centred training. When the research project ended, Rosenhof changed some elements of its organisation. Awareness has been raised across the whole organisation, and Rosenhof is now at a stage where the teachers ask how they should manage change.

### **3.4.3.2 Preparing and recruiting teachers for fast track labour market integration programmes**

HEIDI HOFSMO

Teachers play a crucial role when it comes to the success of projects such as Talents research and a shift in adult education to more work-related language training in gen-

eral. One key matter is that the teachers must forget learning goals and be more focused on learning outcomes. Paedagogy and forms of assessment must fit better together. Now the focus is on what the participants learn, not what is taught. Managing this cultural change is a challenging task, and another type of strategic human resource planning is required.

After starting the research project, Rosenhof had to solve problems regarding values and cultural differences being disclosed in learning arenas as part of working life. New challenges for Rosenhof and its staff were:

- teachers and other employees had to be able to cope with management activities that were allocated via the colleagues doing the work
- time management to optimise learning opportunities for participants in and out of the classroom
- teachers and other employees had to be able to play different roles in the same organisation, working both inside and outside the hierarchy, being challenged by cross-sectoral work behaviours, attitudes and knowledge regimes
- teachers had to be ready to spend a lot of time at the workplaces of the participants
- teachers had to be available for participants and employers
- learning how to manage time as a project member in cross-sectoral teams.

The first pilot training also threw up new problems and questions which were related to aspects that went beyond the scope of the teachers' experience up to that point. For example, teachers had to deal with the following questions:

- why do participants not stay in their jobs?
- what should be done if somebody loses their internship placement?
- how can teachers, in collaboration with counsellors, employers, fellow classmates and colleagues, guide students to get and keep a job?

Rosenhof established a number of activities to back up the innovation process and support the teachers and other staff in adapting to the new requirements of their jobs:

- regular meetings and workshops of teachers and staff took place on methods and envisaged learning outcomes with the aim of finding out which method was most effective
- teachers and staff worked together on developing teaching material
- guidelines for teachers and other target groups within the school were developed, e. g. a "teacher guide to fast track labour market integration training programmes", which is also part of the European Modular Toolbox for the Talents research project
- to achieve a deeper understanding of the subject, interdisciplinary knowledge was combined with practical experience from the field and exchanged during meetings
- teachers participated in teacher and guidance training sessions that were, for example, developed and organised in the framework of the empirical research project (see Chapters 5.2 and 5.3)

- regular job shadowing sessions and visits to the Swedish school and research project partner Cuben, which was the role model and driving force for the work-related research project classes.

Hiring new employees or recruiting teachers for the projects from the pool of teachers was not easy without an employees' manual and not yet having a Talents research pipeline framework in place. We know better now. We have learnt that a lack of training and experience in project work has to be compensated with a number of activities to support the teachers so that they know what to do as part of projects. Everyone would appear to need some sort of support and recognition in the process of requiring skills that is different from that offered by existing development programmes, to gradually feel comfortable in a "new job".

"It's primarily about learning how to get from A to B: from doing what you know to knowing what to do while expanding your role at work, in a changing educational approach to teaching." **Project manager, Oslo Adult Education Rosenhof, Norway**

#### **3.4.3.3 Digitalisation of training offers**

Digitalisation has shaped changes in the education sector for the past 20 years now. Yet, many adult education schools have not fully explored the opportunities of digitalised learning in their programmes. In the context of fast track labour market integration initiatives and change management at Rosenhof, the integration of digital learning content and technology into teaching also played an important role.

#### **Changes to teaching**

The highest level of change occurring in relation to information technology and education is in the way teaching is increasingly being delivered via the medium of technology rather than using technology as an additional extra in the classroom. Information technology has a particular impact on course content and teaching methodology, and the recruitment and training of teaching staff, as well as the content of courses. Information technology requires teachers to learn new sets of skills. Utilising computer technology improves the educational experience of the students – not so much because of the media itself, but because software programmes require teachers to think laterally and systematically and produce better teaching materials.

#### **The role of teachers changes with advanced information**

It is not information that students lack, but rather the time to find, analyse, understand, and apply it. The role of the teacher is, therefore, to help students develop skills to determine how to find, analyse and interpret information.

#### **Changing the educational approach**

Change is under way in communication technology. With changes to the methodology and modes of education, it is suggested that the educational institution itself may also need to be modified at an organisational level. We could, therefore, see a future of in-

creased alliances in which education institutions shun monolithic approaches to education and embrace more strategic and collaborative approaches.

Does teaching and training consist of enough instruments that actually qualify all participants for the labour market of the future? The introduction of ICT as one of several learning strategies is a component of the school's change management: to develop and improve digital literacy skills in the classrooms and teaching of the future.

There are two elements involved in the introduction of technology: firstly, how technology supports innovative work-life processes, or work processes in general and, secondly, investigating whether the use of technology can improve learning outcomes. The two are not mutually exclusive. ICT can be integrated into education at the same moment when the teacher is training.

### How can we address these issues through the education system?

There are numerous areas where improvements could be made in education to encourage participants to be more actively involved in ICT, for instance:

The advantages of using iPads:

- access to online mentoring is a very valuable resource. Some of these relationships can be informal, but others should be structured through corporate mentoring programme
- learning strategies and digital competences can be combined
- the use of authentic material can be encouraged and promoted
- ICT can be better integrated into a variety of subjects, so that ICT skills are acquired in a range of contexts (e. g. using ICT tools as part of language lessons)
- homework can be corrected instantly and on demand
- training pathways can be customised
- it is an effective use of school time, using ICT to adapt learning outcomes to individual needs
- quick oral and written feedback can boost motivation
- an app can be downloaded to prevent a lack of Internet access at home resulting in unequal access to learning tools and pace of learning
- usage can be tracked to obtain data on application usage.

Other tools:

WhatsApp may work well for some participants because they use the app in their daily life. According to some teachers, this digital tool is still not good enough to send texts such as Word documents or worksheets. Showbie, for example, is designed for teachers. They can create folders and systematise content to make the information readable for the users.

### Outputs

- increase the percentage of women and men in areas where they traditionally lack skills and are not necessarily active in the workplace
- monitor the use of digital tools to better understand how our participants can balance their work and home life and which learning strategies work best for whom

- check if it is equally useful for everyone to spend the same amount of time learning basic ICT skills. Pay attention to what skills should be taught in terms of what skills each participant needs to enter and remain in employment.

The use of iPads requires teachers to have or acquire skills in using them in work-oriented language training. Teachers must be able to use the technology according to the individual's need for training. In other words, do I do this to increase learning pressure or do I do this because these are skills that participants need to keep their jobs? It can be coincidental. Providing a skills uplift based on new technology is hugely important for employees, young people and adults. The technological applications and resources used in classrooms today have to be identified to make sure that everyone receives the same digital training in line with the debate on 21<sup>st</sup> century skills and the predominant discourses on digital literacy and the competent use of digital technology.

### **The use of social media and mobile applications in fast track labour market integration concepts as one element of change.**

ÅSE KAREN WESTAD FJELD

The use of social media such as Facebook has been shown to be very useful in fast track labour market integration training classes, where the participants are out on their internships three days a week. It facilitates follow-up, continuous communication and contact between teacher and participant when they are not in the classrooms. However, it can also be used for support, information, picture sharing, and questions between the participants themselves, which we also encourage. Through the use of social media, the participants practice both their digital skills and their communication skills. This is useful in many aspects. It is common for many workplaces to use social media such as Facebook or WhatsApp to keep in touch with colleagues and inform them about social events. It is important to be social with colleagues, and social media is an important platform for these kinds of activities. In many ways, we can say that digital skills are an important part of integration into Norwegian society. To have experience with social media and to have an opinion on social media is important in order to pass the national language tests. Participants can also follow their companies and workplaces on social media and thus stay informed about the company's visual profile but also its day-to-day activities and campaigns. The Internet provides access to a vast quantity of authentic material – first and foremost, the company's web page. Relevant vocabulary can be found here, as well as pictures. The participants are often given tasks where they must find specific information about their company or business online.

For these reasons, we always place emphasis on teaching the participants how to use their own mobile phone as a learning tool. We teach them how to take photos and upload them on social media. These photos can be used as authentic material in the classroom and, for example, in oral presentations by the students. We always create a class group on Facebook and encourage the participants to share photos taken while

they are on their internships. Sometimes they are assigned specific tasks, such as uploading a photo of a fire extinguisher or a specific manual. We as the teachers can also post general information or useful links.

Some participants already have Facebook and are used to this kind of app. WhatsApp has been an even more accessible app to use during the follow-up of participants on their internships. Although less well organised than Facebook, this app makes it easier to tailor the follow-up to individuals and give specific tasks and homework to specific participants on the go between hotels, both in written and in audio or video format. WhatsApp is also often used in hotels to communicate between the housekeeping managers and employers, for example, about the cleaning of rooms and the need to fill up the minibar.

Quizlet is another app that has been very useful in the individual customisation of language learning, especially vocabulary. Through this app, it has been possible to create an individual list of vocabulary for each participant connected to their sector, workplace and tasks. We have created different glossaries connected to different professions and sectors such as housekeeping, receptionist, breakfast serving, specific grocery groups in shops, customer service and also basic English language used in the hotel (greeting guests etc). For an example, see [https://quizlet.com/\\_397uhe?x=1jqt&i=wox4e](https://quizlet.com/_397uhe?x=1jqt&i=wox4e).

The use of tablets and apps is making it easier to differentiate between the different language and education levels that we invariably have in these classes. The school is now introducing the Showbie app, where participants can be given individual tasks based on the authentic material from their place of work. By making more active use of Showbie, we will be able to cut the use of paper and handouts as we can upload and save everything in the same place. Tablets and social media represent a great opportunity to record film and sound as a part of the learning process. This is an area of potential that we will continue to explore in the future.

#### **3.4.4 Leading change management**

Practices in public service organisations show that change management can not only focus on tools and strategies and the willingness of someone to do the job, but can also take better account of how changes in didactic tasks and alternative structures of collaboration can affect the behaviour patterns of employees and how the norms and culture at the workplace can both inhibit and promote change.

It takes time to establish a common understanding among staff on how strategic development work will characterise local development and to establish good cooperation on key instruments in updating classroom practices in line with central government guidelines.

The increased merit of work-oriented language learning through participation in projects locally and internationally has stimulated an increased focus within the organisation on developing language courses that can be individually adapted to interests, subject backgrounds and vocational goals. At the same time, sufficient flexibility

in efforts is needed to develop the interaction between actors that will help the target group become established on the labour market.

Sustainable development is therefore dependent on change in the standardised collaboration pattern both in- and outside the organisation (Skills Norway, 2017).

The sustainability perspective will change everything from now on. Adult education has to implement sustainability in all aspects of the organisation and create learning ecosystems to support the high growth of individuals, both teachers and learners alike. Rosenhof is establishing a structure for skills development and learning in the workplace for language teachers. When teaching methods change, adult education needs alternative training methods. This is an important challenge to address, in order for method development to be feasible.

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# 4 A pathway of continuous guidance for a personalised approach

PETER HÄRTEL AND MICHAELA MARTERER

## Abstract

Guidance is another crucial component of the fast track labour market integration programmes designed for immigrants, refugees and asylum seekers. This chapter provides a general overview of the meaning of guidance within the fast track labour market integration programmes as a transversal mainstream accompanying immigrants, refugees and asylum seekers in their integration pathways.

## 4.1 Introduction. Guidance within the framework of fast track labour market integration

Guidance has to play an important role in promoting the fast integration of immigrants, refugees and asylum seekers into the labour market and into society. All pilot projects within TALENTS agreed to express this clearly:

“The specific project goal is:

To analyse, build up, test and further develop European role models, guidelines and tools for guidance, training and company partnerships to support the (fast) access of adult immigrants and refugees of the labour market by [...]

a) analysing existing regional guidance settings and training curricula (including intensive language training combined with professional language, professional skills and company cooperations) [...].”

Even though there are different rules in the countries participating in the empirical research project concerning immigrants, refugees and asylum seekers and the provisions on their integration into the labour market, access to education and training, and welfare benefits, all countries, as with all Member States of the European Union, are obliged to follow the United Nations Declaration of Human Rights and the European Convention on Human Rights.

The different framework conditions for immigrants, refugees and asylum seekers with regard to access to benefits, the labour market and training are described in detail in the “Survey Guidance” (Härtel, 2018). These different framework conditions

can also lead to differences in the composition of the participants on the courses in terms of their status, authorisations and opportunities in the participating regions.

This could also have consequences for how different forms such as guidance in detail are used, but the essence is that the basic principles and criteria for the tasks, roles and ways of working in guidance are the same everywhere.

Subsequently, the remarks and conclusions in this chapter refer to existing documents, as well as to the contents of the first three chapters of this book.<sup>6</sup>

The starting point for the pilot projects was that guidance must be a central indispensable element of any process, based on well-founded, scientifically and internationally supported terms and contexts.

These include, in particular, the results of the multiannual cooperation between the OECD and the European Commission, which formulated the following definition of guidance in the *Career Guidance Handbook* (2004):

“Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services). They include career information provision (in print, ICT-based and other forms), assessment and self-assessment tools, counselling interviews, career education programmes (to help individuals develop their self-awareness, opportunity awareness, and career management skills), taster programmes (to sample options before choosing them), work search programmes, and transition services” (OECD-European Commission, 2004:10).

The European VET Research Institute puts it this way: “Lifelong guidance aims to provide career development support for individuals of all ages, at all career stages. It includes careers information, advice, counselling, assessment of skills and mentoring. Quality guidance services should be available to all individuals, regardless of their employment situation, socioeconomic status, ethnicity, or gender” (Cedefop, 2015).

The European Lifelong Guidance Policy Network (ELGPN) specifies in its guidelines the tasks of guidance focused on groups, also on immigrants and refugees: “This Guideline concerns targeted lifelong guidance services and products designed to assist the most marginalised and disadvantaged groups in society to find their place in

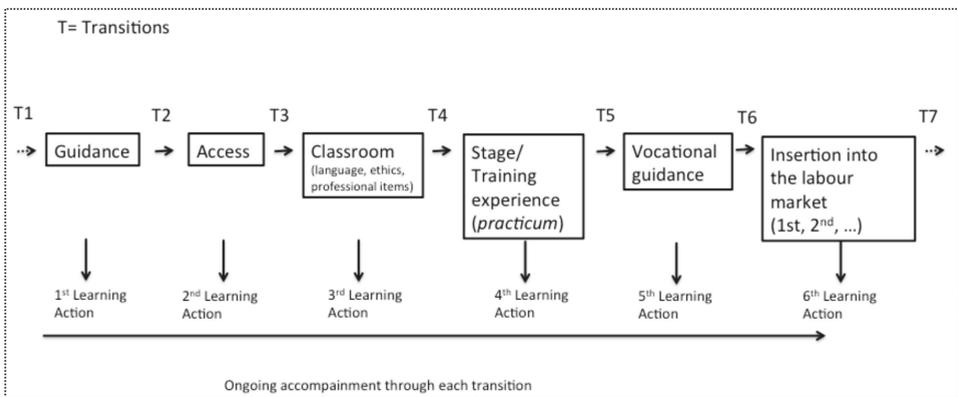
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6 Two of the first products in the research project also addressed guidance, namely the Methodological Guidelines by Francesca Torlone (University of Florence) and the Guidance Survey by the Styrian Association for Education and Economics. In addition, additional documents published during the project period were evaluated, such as the “Practitioner’s Toolkit for PES building Career Guidance and Lifelong Learning”, published by the European Commission, the study “Integration of Refugees in Austria, Germany and Sweden: Comparative Analysis”, published by the European Parliament, and various specific documents, including from the point of view of companies, such as the “Toolkit – Labour market integration programme for refugees” published by IKEA Switzerland (2017). Elements from all these documents flow into the research project product “Guidance in the fast track model”, which is created as a contribution to the project toolbox in an interactive process between the project partners. The differences between immigrants, refugees and asylum seekers are described in detail in the Methodological Guidelines by Francesca Torlone. Due to the possibility of differences of the composition in the courses described above, all course participants will be referred in this chapter collectively as “Talents research clients” or “clients”.

society through learning and work and other societal participation. Such groups include special needs, disabled, immigrants, refugees, the children of immigrants and refugees, and others whose personal, economic, social, cultural, and linguistic circumstances act as barriers to their integration in learning and work opportunities and to active citizenship. Lifelong guidance may take the form of:

- guidance by social workers, rehabilitation counsellors and case management to tackle complex problems (personal, health, social context)
- career guidance, employment guidance
- outreach strategies to bring people back to the system including information and guidance at places where the people are or can be reached, for example cultural centres for ethnic communities” (ELGPN, 2015:53).

Against this background, the first presentations of the learning process studied in the research can be seen, as Torlone has demonstrated in the Methodological Guidelines.



**Figure 2.:** Talents' learning process for immigrants, refugees, asylum seekers

Torlone has formulated the following Paradigms of Transition and Learning Action:

1. “each of the participants is involved in the whole process (Figure 2)
2. each of the learning actions has its own relevance in the whole process
3. in addition to the learning actions, we need to consider and analyse the accompanying actions during the transitions faced by participants, i. e. monitoring and guidance actions preventing drop-out phenomena
4. the success of the process is related to the quality of the whole pathway” (Torlone, 2017:6).

These are important foundations and prerequisites for the placement of the function of guidance in the process of integrating the research project's clients into the labour market and society in an effective way. It soon became apparent in the discussions and working sessions that these foundations were important, valuable and indispensable,

but also that they needed to be further developed in order to correctly classify the importance of guidance in the empirical research process.

## 4.2 Reasons for a new understanding of guidance

Taking into account all professional principles, requirements and framework conditions for guidance, the reasons for the need to develop an understanding of guidance in the pilot projects include the following:

- the traditional understanding of guidance is based on given sets of rules and framework conditions in the respective cultural and social context, in which the actors are fundamentally aware of the mutually existing attitudes, behaviours, goals, etc. This cannot be assumed in terms of circumstances, possibilities, behaviour in the respective education system or on the labour market, in the professional world or in the empirical research process
- the traditional understanding of guidance is based on the basic acceptance of services and offers of guidance and also on the assumption that the participants are fundamentally aware that guidance can be effective and provide personal perspectives. In principle, this also applies to “arranged”, not “voluntary” measures, such as those found in labour market consultancy by PES or others. This cannot be fundamentally assumed when working with clients with different forms of refugee experience and various cultural backgrounds
- the traditional understanding of guidance assumes that guidance benefits, even if they are involved in a process, constitute a separate professional category that requires certain, even formal, qualification requirements that differ from other professions. This is not the case in the pilot project process, where the individual phases are connected in recurring, alternating, iterative and interlinked loops and require a coordinated, comprehensive understanding of guidance.

Quotations from the pilot projects show more reasons for the new guidance approach.

“In a school, guidance is often understood as vocational or educational guidance and both students and staff share this view of the word. However, guidance in a pilot project class is often about guidance for life; it is not limited to two areas in a life (vocation, education) but widened to contain all aspects of life [...] It is about guiding towards better self-esteem, towards a better understanding of the society, to a vocational life and the explicit and implicit rules that comes with it all.” **Project manager, Sweden**

An increased knowledge of the target group's resources, perspectives and life situation in the host countries has highlighted the need to look more closely at how we work methodically and the challenges we face in performing our job. The traditional understanding of guidance must be challenged in order to create new frameworks for collaboration, through increased coordination of guidance services, reshaping in many ways what it means to be a 21st century counsellor. **Project manager, Norway**

Traditional guidance structures for immigrants are usually “separated” services, many of them focusing on just one, very specific issue. These specific guidance services are offered by different organisations. Neither the services nor the organisations offering them are well linked. These structural circumstances can cause migrants to have problems adapting the different types of advice to their individual questions and demands. **Project manager, Germany**

### 4.3 Conclusions for understanding guidance

This results in a threefold requirement for a comprehensive understanding of guidance:

- deepening guidance
- widening guidance
- rethinking guidance.

#### On the subject of deepening guidance

The first approach of guidance in fast track labour market integration projects must be to address the person in question in his or her own personal situation, address it, establish a first basis of trust, and provide starting points for a fundamental perspective in their current life situation. Guidance has the first and deep purpose to make the client believe in the fast track labour market integration project on a personal level, saying “We have an offer for you!” It is a precondition for the success of the measures envisaged that this aspect is taken into account – to identify the individuals who fit this assumption is an essential first element of orientation and guidance.

In many cases, clients will have lost their roots from their cultural background, social connections and professional involvement; some may be traumatised or have a lack of self-esteem and confidence in their immediate and wider environment. To address these feelings in a positive way and to turn this into the active will to do something, to engage in a common development, but also to highlight the personality and competences of a person is an important in-depth task of guidance in fast track labour market integration processes.

By providing a three-week-long introduction to the pilot project course, the teachers deepen the understanding of what the course is about. They teach, guide and show students that it is possible to develop themselves and they find that the course is much more than language studies and internship. More opportunities present themselves as they take part in the course and the are guided in finding a future. **Project manager, Sweden**

In the case of Norway, we have had to continuously work on the motivation of the participants and make this part of the teaching. The individual differences in motivation vary from situation to situation. More varied lessons enhance the motivation of the participants. **Teacher, Norway**

While guiding and selecting candidates for the programme, the balancing of actual competences and the “Talents” project was one important goal – the motivation of the potential participants was, however, seen as even more important – not only by the guidance and job

counsellors but also by the teachers and company staff that worked with participants within the framework of Talents training schemes. **Project Manager, Germany**

### On the subject of widening guidance

Although the terms used by the OECD, EU, Cedefop and ELGPN on guidance are broad and include the categories of empowerment, priority is given to issues of education, the labour market and social affairs, often in conjunction with the term career “as career guidance”, in the context of “career management skills”, whereby even in the European context the ideas of what would be meant by “career” are very different. The ELGPN mentions in the specific challenges for immigrants and refugees also “complex problems (personal, health, social context)” (ELGPN, 2015:53).

The mission of guidance in fast track labour market integration projects goes far beyond that. Already in the contribution to the toolbox, the main categories are listed to which guidance in the research project should refer.

“Guidance for migrants and refugees in principle has a multidimensional character. Guidance for migrants and refugees in a comprehensive view should contain services and offers for the following topics at least:

- *personal history* – background of migration reasons and motivation
- *life in a foreign country* – values, rules and attitudes, expectations of the hosting society
- status of *language skills*
- *legal questions* for stay, asylum, work
- *social support* und procedures to apply
- *housing*
- *health*
- *identification, accreditation of competences and qualifications*
- *identification of motivation and individual perspectives*
- “*empowering*” guidance: enabling clients to develop their own life and career path
- *access to learning opportunities* in language and other topics
- *access to labour market and world of work, expectations of companies and employers*
- *Etc.*”

The “Guidance part” of the fast track labour market integration Toolbox (“Guidance Tool – GT”) covers those elements of a comprehensive approach of guidance (Härtel, 2018).

It is obvious that these categories cannot be covered by one person alone, even if professionally qualified. To cover these topics requires cooperation between several institutions and individuals with different competencies. This also requires a new way of organising and implementing guidance.

Mustafa started in the pilot project class and got a job in a hotel, but he retained his goal of becoming a dentist. With guidance, he got the help he needed to take further steps towards this goal of becoming a dentist and learned to open up and widen his path to that goal. Since students are in a class with a common goal, guidance is given individually as well as

in a group. Using a coaching approach, the teacher can reach more students at the same time. **Project manager, Sweden**

Guidance and reflection on one's own practice can be linked to stories from practice and counselling activities. Learning how to master new didactical tasks, to become interculturally aware as a teacher and coach, is also about the structural quality of teacher training and effective time management. We have seen that the same applies to employers who should provide effective training sessions to provide good practice examples related to work inclusion and the mentoring role. **Project manager, Norway**

Moreover, the aspect of motivation of clients and participants played an essential role in the Talents guidance process. While guiding and selecting candidates for the programme, the balancing of actual competences and "Talents" was one important goal – the motivation of the potential participants was seen as even more important – not only by the guidance and job counsellors but also by the teachers and company staff that worked with participants. **Project manager, Germany**

### On the subject of rethinking guidance

From the above considerations and lessons learned, it is possible to derive some of the principles and criteria that are important for fast track labour market integration processes in the strict sense of the term and for comparable methods and procedures for integrating immigrants, refugees and asylum seekers into the labour market and society in accordance with the respective legal, organisational and political conditions in the affected countries.

Comments on specific differences that need to be considered in light of the specific circumstances are then made using concrete examples from the participating countries.

## 4.4 Principles and criteria for rethinking guidance

The principles and criteria for rethinking guidance are:

- guidance is an integral part of the fast track labour market integration project, necessary in all phases and at all transition points, in different forms and in different contexts, starting with the initial idea of whether a candidate fits as a client into the fast track labour market integration project. Guidance is not an isolated task among others but forms part of everything. Guidance, too, is not part of a linear process that has a distinct iterative sequence. There is not a simple process that happens "step by step", in which one phase follows the next when the previous is over, but is a process revolving around recurring loops, feedbacks and reflections
- guidance is not the task of specific organisations, institutions, professions, practitioners or individuals; all parties involved, such as various types of counsellors, teachers and staff in training institutions, coaches, staff and mentors in compa-

nies, also have the task of informing, advising, accompanying, as guidance, and different competences and qualifications are required in different contexts

- the key element of guidance is that the client has the feeling and confidence that someone “cares” about them. Not only “is advice given”, but each guidance cause is followed by actions and supportive measures that lead to effects. There is no fundamental separation between consultation and execution
- “soft” aspects, such as the individual motivation of a client, are more the focus of the fast track labour market integration guidance process than “hard” facts. Guidance as implemented in the research pilots reveals existing personal motivation but shall also be used to (re)awaken motivation. Personal empowerment is closely related to the question of motivation. Giving responsibility for their own life and career back to the migrant is, therefore, another basic principle. In fast track labour market integration, guidance must be embedded as a concept of empowerment into a holistic approach and must also contain the “entrepreneurial” approach
- a principle of fast track labour market integration guidance is to use the potentials and competences of participants for the common process too. Guidance takes place in group guidance scenarios, involving other immigrants and enabling them to guide each other. The starting point of group guidance is quite often real situations, problems and conflicts that – in a similar way – have been experienced by different participants, e. g. in the workplace. Like this, a rich vein of experiences and problem-solving strategies can be tapped in the guidance process. Moreover, advice from people who have faced similar challenges and found ways to solve them is authentic and more likely to be adopted
- intercultural aspects are an extremely challenging part of guidance within fast track labour market integration. Guidance on intercultural issues includes the open and clear discussion of possible intercultural conflicts or general expectations. In a place of work, for instance, they include discussions of non-negotiable “dos and don’ts” but also the development of a certain sensitivity towards intercultural traps at work and in society, and the development of strategies on how the participant and other actors could deal with intercultural differences and turn them into something positive and enriching
- the practical part of the work in the company is the decisive part of “guidance” in fast track labour market integration projects. The work itself provides “orientation”; it is important that someone in the company is responsible for it, someone who performs the guiding role and cooperates with the network of the research process. The organisation of the company defines who fulfils this role. In addition, the environment in the company must be informed and positive about the process
- an essential part is the innovative linking of practical work and teaching and learning languages. Language itself is orientation but teaching and learning languages do not focus on whether one first reaches a certain level of linguistic competence as a prerequisite to be able to work, for “employability” purposes. Learning a language successfully on the practical basis of daily work in the company is a core

concept of the fast track, supported by the school lessons, which in turn use this as a reflection for guidance. In this sense, the language teachers are also guidance practitioners

- “counsellors” are not just trained individuals; anyone who performs a role in the fast track labour market integration process also performs “counselling” tasks, provides orientation and support, points things out, encourages, accompanies and takes the client one step further, whether as a teacher, as a trainer, as a coach, as a manager in the company, as a counsellor, as a civil servant, regardless of their capacity
- the dividing lines between the functions of teaching and learning, working, advising, leisure, etc. are fluid, and all those involved in the process have the responsibility to strengthen their orientation, to provide security, to make progress and make it visible, to provide beneficial feedback, to set limits and demand rules. There is also a responsibility to open sustainable perspectives and achieve goals
- an integrative understanding of guidance also requires inclusive engagement and consistent mutual information between all involved institutions, organisations, schools, companies, authorities, support facilities, for which someone also needs to take overall responsibility, either in a formally determined and agreed way or given by “natural authority”. How this is organised depends on the circumstances in each country
- guidance does not only refer to externally visible processes of formal or non-formal learning, accreditation, language acquisition and work in the company; guidance also refers to life in the community, the cultural context, from team-building measures to mutual confidence- and relationship-building. Self-confidence, in turn, helps to support processes of teaching, learning, working and finding longer-term prospects for one’s position in the community.

In Sweden, it is common, and often necessary, to work while studying to support oneself. We help students rethink their path towards their goal. The path is rarely straight and narrow but wide and winding and, by guiding students in many parts of their life, teachers become scaffolding for their students in their new and broadened way towards becoming self-sufficient and reaching their goal. **Project manager, Sweden**

Personal empowerment is closely related to the question of motivation. Giving responsibility for life and career back to the migrant is, therefore, another goal of Talents. In the Talents project, the concept of empowerment also used the “entrepreneurial” approach [...] The goal of empowerment can only be achieved if it is embedded in a holistic approach, i.e. if it is part of individual guidance, of discussions or group work, as well as of practical training in companies. **Project manager, Germany**

The teacher must find the right balance between the role as a counsellor and an instructor. When does the participant need support in the form of specific instructions and when does the participant or the group have the answer? It’s not a given that the participants will share the same views as their teacher, society or the workplace. One central example from the Norwegian context is the importance of taking the initiative and thinking and acting independently in the workplace. **Project manager, Norway**

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# 5 Managing the fast track labour market integration process

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## Abstract

This chapter presents learning practices that have been implemented in Gothenburg, Oslo, and Stuttgart, where the impact of the fast track labour market integration programme was high. It gives an idea of features, methods and the main instruments that were adopted. Effectiveness and impact relate to the achievement of three learning outcomes at the end of the programme: i) cultural awareness, ii) language acquisition, iii) professional development. The chapter ends with the presentation of a learning model in the fast track labour market integration that could be of interest for various practitioners.

## 5.1 Introduction

Learning processes for the implementation of fast track labour market integration pathways are based upon three types of learning outcomes:

- cultural awareness
- language acquisition
- professional development.

This chapter sets out to present learning practices that have been effective with regard to the achievement of learning outcomes. Some of the examples of best practice from Gothenburg, Oslo and Stuttgart have been selected, taking their impact into consideration. For each of the three areas of focus, we present inspiring features and methods, as well as the main instruments adopted. At the end of the chapter, we present readers with a learning model for a fast track labour market integration for various practitioners.

## 5.2 Cultural development. Process and methods for a fast track labour market integration

ÅSE KAREN WESTAD FJELD AND VALBORG SVÂNÅ

### 5.2.1 How to make people ready to learn while working: cultural, social and relational competence

The process of globalisation and the occupational mobility of immigrants requires effective interaction and intercultural communication. Working across cultures, we learn the social expectations of another culture. Quite often, these expectations are not only a challenge for immigrants but also for native-born citizens. Cultural development in the context of work-related training, therefore, mainly deals with human relationships and interaction in everyday life in general – and cultural dimensions are one element of them.

Reframing social interaction is not an easy task but needs constant monitoring. Moreover, each participant actively needs to start from their own background, experiences, strengths and interests – in other words, the cultural development process is a process individual to each person. One of the pillars of the fast track labour market training programmes is to equip participants with self-learning strategies in the classroom and at the workplace – and, indeed, learning through self-guided, individual development processes is the most important strategy when it comes to cultural development.

Participants in fast track labour market integration training schemes and internships forming part of the research pilot are confronted with different cultural environments in the host country. They have to adapt to school culture, work culture and general cultural expectations in their host society. This includes norms, values and requirements concerning behaviour in different situations, e.g. what one talks about etc. Cultural expectations could differ depending on the area. Migrants' cultural development could be hampered because of the differences in institutions, areas of society, and at home (Zorlu, 2016).

Experience gained as part of the research project showed that cultural development, including various soft skills and motivation, is as important as the development of professional expertise and language skills. Drop-outs were often caused by a culture clash or by problems of communication and interaction. Stakeholders working together for the local integration of refugees and immigrants also need to consider and incorporate intercultural issues. The following chapters analyse different aspects of cultural development within the research project.

### 5.2.2 The cultural code

According to Skills Norway (*Kompetanse Norge*) one important success factor in fast track labour market integration is to prepare the time in the practice arena well: Prepare participants for the practice situation by addressing topics related to cultural codes, social norms, and written and unwritten rules in working life (*Kompetanse Norge*, 2016).

Cultural codes are defined as “[...] symbols and systems of meaning that are relevant to members of a particular culture (or sub-culture). These codes can be utilised to facilitate communication within the ‘inside group’ and also to obscure the meaning to ‘outside groups’” (Hyatt & Simons, 1999:1) – or, to put it more broadly, “a set of standardised or normative conventions, expectations, or signifying practices in a particular domain that would be familiar to members of a specific culture or subculture” (Chandler & Mundlay, 2016).

The fast track labour market integration of immigrants into the labour market relates primarily to topics of organisational culture. Organisational culture encompasses the shared values, norms and beliefs that develop among members of an organisation. Values are what are perceived as important and worth striving for, while norms refer to what is considered acceptable and unacceptable in terms of attitudes, actions and behaviour (Sagberg, 2018).

For example, the Nordic countries are characterised by a high level of trust, and it is important to show how the high level of trust, freedom of opinion and expression, shows up in workplaces and classrooms.

There are also some more tangible examples of cultural codes. Turning up in time to formal and informal agreements plays an important part of the social contract in both private and professional life. In both social and professional settings, the Norwegians use greetings such as “Hi!” and prefer to use people’s first names instead of their titles and social status. It is common for both women and men to greet and introduce themselves with both their first and last name the first time you meet them in a formal setting. It is still considered respectful to shake hands and maintain eye contact with the person whom you are greeting. Norwegians can find it awkward to kiss colleagues on the cheek, but the sense of closeness varies between generations and social settings.

According to foreigners, the Norwegian codes of conduct are very subtle, with different ways existing to say things. The Norwegians are, at times, seen as a people not willing to speak their mind, but another explanation could be that it is uncomfortable for a Norwegian to be explicit about what the dos and don'ts of working life and social interaction actually are. Many Norwegians, be they teachers or employers, will not even have noticed the differences and the characteristics of their own individual behaviour before two cultures clash. If everyone is aware of how the rules, routines, workplace and classroom culture play an active part in inclusion work, it becomes easier to be active and participate in daily life, knowing what you are dealing with.

We know that the relationship between managers and employees in the working world will vary with the organisational context. At many workplaces, it is expected that everyone will eat their packed lunch together while talking informally to each other about informal subjects like the weather. How can you communicate with your colleagues and boss in a manner that will be understood in a polite and friendly way? **Teacher, Oslo, Norway**

### 5.2.3 How to deal with cultural codes

In the research piloting, a central question is how these informal and sometimes not visible cultural codes could be unlocked and “learnt” – or how competences could be developed to deal with cultural codes and maybe apply them in the long run.

The practical approach of the research piloting fast track concepts regularly exposes immigrants to cultural codes in different circumstances – at school, at work and in society in general. In fast track labour market integration programmes, the Norwegian adult education school Rosenhof ensures that there is at least as much focus on participants coping with real-life situations as there is on the actual training to be able to perform well in a specific job.

In this way, the participants will be exposed to language learning, skills training and cultural development in a more spontaneous and repetitive way at the workplace, with direct access to a diversity of people and learning partners. This is one approach to learning that empowers the individual to fail faster and fail in realistic settings in order to keep on learning in multiple spaces of complex human interactions – where people also meet each other as equals and as part of a routine.

Simulations of real situations in classrooms need real feedback. During the course, the participant learns how to apply the knowledge, skills and competences that need to be learnt for a changing world of work and also how to master concrete work-life situations.

One example illustrates the way of working. According to the teachers, some participants might be under the impression that Norwegians are not polite. The ways of communicating in a polite manner have to be addressed and identified in the guidance of these participants. They want to be polite, and we have to show and give them the information on how to act so they can practice this both in the classroom and in the workplace.

These codes of communication are often subtle and can sometimes be the opposite of the participant's own idea of politeness. It is explained like this to asylum seekers in the course on Norwegian culture and values: "Norwegians may also find it rude to comment on other people's age, weight and appearance when meeting them. It is also not common to ask people you do not know well how much they earn, whether they are married or have children, or what religion they belong to. This is considered private."

"It is so easy to work with people who are so motivated. It is good for the work environment. It feels great to have helped so many. The participants are allowed to say my first name. It's also important to spread the attitude that it is OK to talk to your boss about this and that. The job is about more than management and work-related issues. We play the role of mentor supporting the social integration of our participants. We discuss career and personal development. It's important to pay attention to changes in behaviour to adapt the training as best as possible. We give advice about everything from your rights as a worker to how to get a girlfriend and how to pay your electricity bill." **Quality Manager at ISS Thon Hotel Terminus – ISS Hotell Services, Norway**

In other words, those employers who focus on how the individual can contribute to the work culture as a person look for suitable personality traits. The question is how variations and differences are being encouraged and utilised in an equal way and for the good of the company. According to a study about strategic mentorship in Sweden entitled "Strategiskt mentorskap", the effect of mentoring can, from this point of view, be seen in

the light of how inclusion work is carried out in the workplace: based on a model for individual learning in organisations, it identified factors that may be helpful in designing development efforts. It is about the individual's attitude to roles and behaviours, self-awareness, conscientiousness, imagination, comfort, emotional stability, and degree of outward direction. An understanding of the interaction between these factors can increase the alignment between the individual's learning and the organisation's development needs. The result confirms the need for situated learning, i. e. learning adapted to a specific situation (Bjursell & Sädbom, 2017).

Employers who search for people who fit the job are aware of the fact that the one they like best in the job-matching arena might not be the one best suited for the job. According to a national project entitled "Ringer i vannet", which does similar work to the Talents empirical research, the recruitment and training process is all a matter of perspective: "While previously looking for jobs that fit the person a bit, people are now searching for people who fit the job." (Ringer i vannet is a project that helps NHO's member companies with staff recruitment.)

#### **5.2.4 Individual prerequisites for success in working life**

In the research pilot project classes, teachers and coaches were able to identify two critical success factors to secure personal development: motivation and robustness.

In the case of Norway, the research team had to work continuously on the motivation of the participants endeavouring to master working life on Norwegian terms. Levels of motivation vary among the participants, and individuals' motivation varies from situation to situation. The group dynamic and sense of belonging to the research group are useful in this process. Visiting workplaces and inviting former participants to talk about their challenging journey to paid work is a good method, too. The class also acts as a meeting place for participants. The research pilot class becomes a base for problem-based teaching, an arena for voicing challenges.

Knowing that people can misinterpret each other's cultural codes and professional expertise, we all need to know about our own cultural blind spots to be able to work more efficiently across work cultures and sectors.

Our cultural identity, perspectives and values are our moral compass and guide our scope for action. Methods used in the classroom need to match the learners' needs for guidance and accurate skills assessment while working. The main objective of the research project is for the participants to develop a set of learning strategies that they can use in their own learning, both in their working life and in their further education. The guidelines that are available in the research toolbox state at which phases different learning strategies are introduced and when they should be used in learning activities.

The school uses a lot of collaborative learning as a way of structuring positive interdependence. Guidance in group conversations is a method for working with the robustness: dealing with working life, misunderstandings, work culture, loneliness. Work is so much more than what you are actually doing, learning how to learn while working. Conflict is primarily not related to tasks, but to communication. Being aware of your own cultural identity and personal biases, you can more easily demonstrate

cultural humility and sensitivity to the power dynamics and social interaction between people in and out of work.

Motivation is often linked to perceived usefulness. In the research project, the job relevance in the training can be linked more closely to the job performance. And this has made guidance more efficient and useful for the participant, the teacher and the employer. The participants can also see that they can benefit from what they learn in general language classes about, for example, the rights and expectations that they have as workers in industry-specific contexts, engaging participants to actively work on reducing barriers to, for example, competency building, discrimination and accurate assessment of transferrable skills and sector-specific competences.

Equal treatment requires an equal and inclusive culture in the workplace. It is important for participants to learn to cope with their insecurity, including with regard to their own workplace. It is important that the apparatus around the participant has a flexible approach to labour market outcomes, so that the course can be adjusted if the participant does not reach their goal the first time around.

## **5.2.5 The cultural learning process: preparation and monitoring during the training**

### **5.2.5.1 Preparation in the classroom**

The cultural learning process begins in the classroom. Classroom culture involves creating an environment where participants feel safe and where everyone should feel included. As in most countries, smiling and saying hello when meeting or entering the same room is perceived as friendly. The term “politeness”, in other words, refers to social norms that say something about customs and behaviour in a society. Cultural capital in this context is about how one can fit in and understand the organisational culture and help strengthen the individual’s social compatibility with the workplace (Drange & Orupabo, 2018).

At the beginning, we emphasise the themes and learning goals that can help prepare the participants as much as possible before starting their traineeships. It is also important to create good and safe group dynamics that stimulate collaborative learning. The biggest differences in the group tend to be their level of experience and spoken and written (Norwegian) language skills. It is also important to pay attention to framing measures in a gender-neutral way to allow the specific experiences of women and men to become visible.

The preparation phase in the empirical research classes includes talks of cultural codes and values: What does being polite entail? What is the dress code at interviews? How do you end a job interview? How am I expected to greet employers? What does the concept of “showing initiative” mean? Who can I speak to at work if I am not happy there? Answers to these questions vary from culture to culture and have to be taught specifically through concrete examples picked up when the teacher visits the workplace, if the participant or the group struggle with decoding the Norwegian social norms or rules of behaviour. On the other hand, the teacher has to surrender control

in the classroom, put the emphasis on group learning processes and trust the students to use one another as resources on their journey towards paid work. This has to be encouraged by the teacher.

The participants must learn to learn through what they see and hear. It is necessary to create flexible learning spaces to provide the types of experiences where students can reach their full potential. Get people to talk in the classroom, simulate situations from real working life. When you get to know the participants, you will find activities that strengthen the participant's identity as an individual and as part of the group (sociometry, social bingo, "musical chairs" game).

The participants must know what is expected of them and what attitude and motivation will make them employable within your field of work. They must be ready to learn. It is like a job interview. The class advises one another on what to do. Coach, but let the participants work it out for themselves. Participants need to feel safe, secure and included, and they need repetition.

According to housekeeping managers involved in the research project, the companies thus get more support as employers when the communication and culture of working life becomes a more integrated part of educational practice. Being there for one another while supporting training that embeds learning in tasks reflects the breath and diversity of learning in the workplace (Cedefop, 2011). It leads to a better workflow, and participants enter the industry better prepared to succeed at work and as part of a team. Workplaces are transformed into an arena for competency-building and social inclusion. Here, workplace training is more important than formal qualifications. Personal fitness, willingness to work, collaboration skills and good mood give participants a ticket into the industry.

### 5.2.5.2 Monitoring the participants' performance during the practice period

A crash course by the management in generic workplace behaviour should be offered during the first week at the workplace. Let the participant be seen and greeted by everyone. Take it slowly, let the participant settle in to get to know their new workplace. To have an equal chance of being hired, says one of the managers, "You need to know what it takes to do a good job". **Employer, Oslo, Norway**

Different challenges can arise along the way. Below is a list of some points that can be worth remembering as well as some suggested solutions on how to tackle them in the classroom:

- nutrition, sleep, housing and mental hygiene. Different situations occur that can impact motivation, so it is wise to be aware of these issues and discuss these with the programme advisor
- personal hygiene has proven to be a complicated subject which must be monitored closely. Good hygiene is important in the hospitality industry and applies to everyone who works there. Instructions can be given regardless of who is already familiar with the rules of succeeding in the hotel industry. Handing out a personal hygiene kit was a creative way to do it in practice

- contact with colleagues and clients: the important firm handshake, smile and eye contact
- the importance of body language. How do you show interest through body language at work?
- time management. The employers and employees value the importance of learning how to understand the value of being on time and allocating time for meetings
- industry-specific time management: the need for cleaning and calculating how much time such tasks take. This was often what was missing when all the work tasks were combined. How can you be efficient and save time?
- communication between the employer and the participant: many misunderstandings can occur here. Body language is important, as is showing motivation. Honesty and confidence are crucial personality traits in finding paid work in the future, which should be emphasised in teaching
- professional relationships: the relationship between managers and employees often appears to be informal. On the one hand, the manager has authority and is higher up in the hierarchy than the employees. On the other hand, different parts of our identity affect how we behave socially and how different structures affect us
- work inclusion: include everyone in social activities, no matter what work they do, or who they work for. Invite them to Christmas parties, monthly meetings, morning talks, and lunch breaks. The participant needs to know that they are invited and expected to participate
- meeting points during a working week: talk about the importance of daring to ask questions at work. This must be part of workplace communication. The managers underline the importance of repeating this information until they understand what it means in practice. Structure meeting points to show where and how to share opinions, get assistance, ask for advice, engage in small talk. The managers to whom we spoke confirmed that it does not take long before participants start asking questions, regardless of their background
- when the relationship between a manager and their employees is more relaxed: many managers adopt a friendly tone, and employees are expected to ask for help if they do not understand, and they are often expected to speak their mind. The employees are expected to do their tasks without the vigilant oversight of their manager. They are expected to take the initiative; in other words, to look and see what needs doing and do it without waiting for an instruction from their manager
- service-mindedness and initiative: initiative is a valuable skill in Norwegian working life. If something needs to be cleaned at the workplace, do not wait for orders. The participants are also expected to help others when they have finished their work
- physical and mental health: everyone hurts in the first few weeks when doing manual labour, and being new at a workplace trying to understand social codes and ways of behaviour is no different. Make sure you have a support network ready for those in need
- talk about workers' rights: use available material/manuals produced by the authorities and companies themselves (e. g. guidelines to avoid sexual harassment,

<https://www.ldo.no/sette-strek/>). Our participants belong to groups who often know little about their rights in working life and who are especially vulnerable to being exploited

- different aspects of diversity: for example, those related to gender, religion, sexual orientation, social and legal status.

Many participants on fast track labour market integration programmes realised – for the first time in their host country – that it is they themselves who have to steer their own lives and professional career. In Stuttgart, a 45-year-old female participant from Afghanistan started a class with a conservative Muslim background and an Islamic headscarf. Being shy and distant at the beginning of the Talents hospitality class and internship, the lady went through a process of personal change and opened up during the class and in the workplace. At the end of the training, when she managed to get a full-time job, she even made the decision to no longer wear her headscarf and is now working as an equal team member in a cafe. **Project manager, Baden-Württemberg, Germany**

Monitoring the participants' performance during the practice period can comprise different kinds of activities. In the fast track classes at Rosenhof, the following methods are used:

### Group guidance

Participants can work in groups to identify the dos and don'ts in many typical situations, starting with the job interview. Students are encouraged to speak about their experiences and difficult/different situations at work in the classroom. Have others experienced the same thing? How did it feel? Why did the customer, guest, colleague or manager act in a certain way? How can you as an employee be a good colleague? All of these questions have to be raised in a safe group setting. However, the answers to many issues can vary hugely from culture to culture. If teachers notice that single participants or group of participants struggle with the Norwegian codes they need to think about how to manage that. They can pick up specific examples from the workplaces and use examples selected to make Norwegian codes, attitudes, culture close to participants. At the same time, the teacher has to surrender control in the classroom, emphasise group learning processes and trust the students to use one another as resources on their journey towards paid work. This has to be encouraged by the teacher. What is always considered is that every participant is different, and guidance has to be tailor-made. Not everyone will encounter the same challenges during their internship or have the same difficulties understanding the concept of initiative, for example.

### Watching videos and using pictures

Teachers at Rosenhof also watch videos from shops and hotels. Norwegian customer service might also be different. What does the customer expect? Body language, eye contact and polite phrases remain crucial for functioning within a given organisational framework.

### Role-playing

One common method involves role-playing games to simulate, rehearse and understand situations from work and everyday life. Role-playing where the participants also give one another feedback is also recommended. Participants often express gratitude when we are explicit about what is expected and what not. However, learning about eye contact and initiative in the classroom is one thing, but what does it really mean and require from the participant? To do a task without being specifically asked to do so might make the participant feel unsafe. It will require trying, failing, learning and for the participant to leave their comfort zone. The teacher might have to be there and encourage. And we cannot expect this to function the first time a participant is exposed outside the classroom, not least because they forget easily.

### Inviting employers into the classroom

The empirical research project is about empowerment and getting to understand oneself on Norwegian terms to reduce the risk of losing out. A good way to obtain feedback from employers on what the participant needs to learn in order to become employable is to invite the employers to visit the classroom. The focus will be on building a professional culture where helpfulness, ownership of one's own development process, feeling appreciated, collaboration, and ambient mood are key words regarding how to make integration work.

Visiting the classroom can give the employers a unique opportunity to study the social interaction between the participants in class on school premises. In the classroom, the participants can also guide the employers, using strategies for addressing barriers to learning, raising awareness and understanding of the impact that the participants' experiences have on learning and behaviour.

“It is important to build bridges between participants and the workplace. The mentor or coach can visit the classroom to help raise awareness of communication styles at work. It can help participants to cope better with situations at work where they might feel offended or misunderstood, listening to jokes and ironic comments that do not make sense to them. If you are aware of the jargon, it is easier to know how to start a conversation with a shared language, adapting your style flexibly to the person and the context.” **Teacher, Stuttgart, Germany**

### Teachers' feedback

In this way, the teacher must also be open to feedback or suggestions regarding any difficulties. These may be related to classroom activities. Since teachers on fast tracks regularly visit the workplace and talk to employers, their feedback can also be based on the employers' feedback. Letting employers participate in drawing up competence development plans can help narrow the information gap between employers and employees and take better account of each participant's individual needs, skills and life situation. The Talents App (see Chapter 5.3.4) can be helpful in this respect.

### **Make the participant articulate their thoughts**

It is important to get the participant to become articulate about their qualifications, to find the relevant words about what they can do and what they still need to learn on the road towards paid employment, such as using self-assessment forms and keeping log-books. Participants are encouraged to collect examples of situations that need clarification so that the participant can adapt learning needs to individual zones of proximal development: I want to quit/I feel offended, I want more practice/I want to learn more. Taking pictures and giving examples of misunderstandings could be a good way of visualising thoughts.

### **5.2.6 The embedded and meta learning process**

Both participants and employers need guidance in order to be able to identify cultural differences, diverse and conflicting perspectives, and how to address them in a proper manner.

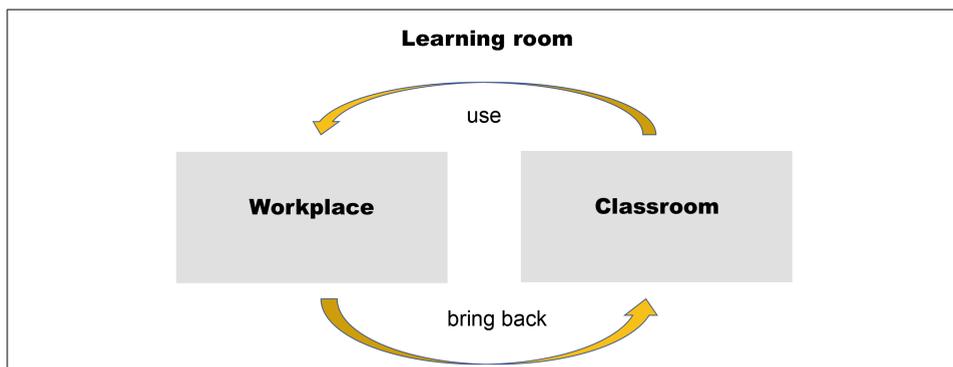
Sometimes it is not enough to address these topics in the classroom. To learn about communication at work, prevent duplicate communication and know the difference between negative and positive conflicts at work, it is essential to get access to information that is vital to understanding how things work.

This has to be addressed in their natural environment, e.g. doing internship interviews, visiting hotel lobbies, greeting hotel staff, preparing and asking questions to a housekeeping manager – and, of course, when the teacher visits the participant in the workplace. A talk with former participants who have succeeded in finding a job is a constructive way of dealing with work-related issues. Former participants can be both good role models and supporting players, both in body and mind.

In this way, we facilitate social arenas for language learning by creating a learning culture that shows support, empathy and responsibility. For example, tasks that can stimulate active use of the language are communicative problem-solving tasks that contain an information gap: one of the participants has information that the others do not have, and they must solve the task jointly through communication. Another way of making the participants take note of the work culture is by giving them tasks from week to week asking them to observe and shadow colleagues to notice certain aspects of a situation while being in the workplace.

The integration tasks as pedagogical tools are prepared by the teacher. The tasks can be the starting point for starting conversations at work and in the classroom (the tasks are inspired by the Integration tasks available on the Skills Norway website). In this way, a learning cycle can be created between the workspace and the classroom and a common learning space, through a multi-voiced approach to the understanding of different work cultures and different identities as well as promoting workplace diversity through employee engagement.

The goal is for the participants to take what they have learnt in the classroom back into the practice space and try it out there. The participant can also collect authentic material from the internship and work on this in the form of integration tasks where they must explore language and work assignments in the internship (see Figure 3).



**Figure 3.:** Work-related language learning\*

\* The model is by Pedersen (2018)

The teachers spread the word to other employers, creating a learning platform among the employers participating in the research pilot class for knowledge sharing and introduction of spiral learning for all.

“The participants can change workplaces during the course for a better work fit. Also when the participants have a contract, they change workplaces. We move the employees to places where there is more work. The participants I hire belong at our hotel, but they manage to change context, atmosphere, relations when they feel at home.” **Quality manager ISS**

“In my home country I did not have neither a strong professional experience nor education of any kind. Now indeed I have a full-time job in the shop”, Tesfaldet says with satisfaction. He is really thriving among customers and colleagues at KIWI Romsås. The store manager tells us that they are very pleased with him. “He is a hardworking and reliable guy. He has also become much better in Norwegian since he started working with us.”

He tells us that he has lived in Norway for three years. He has had work placements in the past but did not get a job. He is about to complete the Introduction Programme for refugees. One of the goals for participants in the programme is to become financially independent.

We ask him if he would recommend fast track labour market integration programmes to others:

“Yes, of course. You can learn Norwegian in different ways, not just in school. You learn a lot at work, it’s not just about making money. It gives you an insight into what life is like in Norway, in particular Norwegian food. You meet a lot of customers, and it is a way to integrate in Norwegian society.”

**One of the participants in the fast track labour market integration programme – retail sector (now a full-time worker), by teachers, Oslo, Norway**

Talents empirical research promotes culturally responsive teaching that engages participants in activities that can lead to reflection on cultural assumptions, personal values and work culture. The project has taught us to value ordinary work as a social inclusion arena, as important as in a classroom, incorporating the perspective of its learners in meaningful activities and talks, offering participants the space they need to find a job that suit them well.

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## 5.3 Linguistic development: process and methods for a fast track labour market integration

MARCUS PERSSON AND JOHANNA TOGELID

### 5.3.1 The importance of learning languages while working

Learning a language in the workplace is one outstanding key to constantly developing and improving language skills. Many studies, such as the German Socio-Economic Panel Study of Refugees in Germany, conclude that “it is important to speak German [or the language of the respective host country] in the workplace, otherwise one loses a large space in which one could be learning the language in a social environment in everyday life.” (Brücker et al., 2019). If people do not need and experience languages in real-life situations, Brücker et al. argue, many people will only speak the language enough to get by.

Some central questions concerning linguistic development, however, are:

- how can work-related language classes support the professional language acquisition of individuals in an effective way?
- how does language learning in the workplace “take place” and what circumstances are needed for immigrants to improve their language?
- how could language learning in the classroom and in the workplace be combined and result in more fluency, correctness and a higher language level?
- how can participants be made ready to steer their own language learning both in the classroom and in the workplace?

The empirical research project attempted to provide answers to these questions by piloting and testing different approaches of language teaching and learning.

These approaches in the context of fast track labour market integration training are described in the following paragraphs. Particular emphasis is placed on the use of authentic material during fast track labour market integration training, which was one of the main methods used in the fast track training.

### 5.3.2 How to teach and learn work-related language

In work-related language training, teachers must go from a traditional method and view of teaching to a broader view of both teaching and learning. Even if they have the framework of set curricula, hours and grades, these should not be the only elements of a work-related course, and learning should not only depend on tests and exams. In contrast to this, the goal of a job-related language training should be to prepare the student for typical oral and written communication in the workplace, to equip the student with self-confidence with regard to speaking, reading and writing and to teach self-learning strategies so that the student can continue to improve their language skills after the class has finished.

In the fast track labour market integration training that formed part of the research project, three approaches were used to create new forms of teaching and learn-

ing – the entrepreneurial approach, the coaching approach and learner autonomy. These three approaches are introduced in the following paragraphs.

### **The entrepreneurial approach**

The entrepreneurial approach uses different ways of learning and does not only focus on books and assignments in the classroom but also sets out to use authentic material. The purpose of the entrepreneurial approach is to learn where you are. This learning is not limited to the classroom or to a specific person (often the teacher). It is also about focusing learning on the students' needs. In the research pilot project classes, everything that is studied relates to the students' future employment. Study is connected to business, and language is the tool to gather knowledge about business.

Since the connection between school and society is important, teachers and sometimes students gather material from society–authentic material that the students will encounter in their everyday lives. The entrepreneurial approach also moves teaching and learning from the classroom into the society. Classes could, for example, take place at a hotel. “Flipped classrooms” are also a common way of running lessons. Teachers make the students learn in their workplace and do the “homework” in the classroom.

### **The coaching approach**

The coaching approach is an empowering way to learn from results as opposed to doing an assignment and then forgetting what you have learnt (since you only learnt for school, not for life). Instead, the result is taken and used as a process for developing. The assignments and the results of the assignments lead to learning for life, which means that you can use the results to keep on learning in life.

There is a lot of shifting involved in the approach:

- to move from telling to asking (both teachers and students) and from knowing to believing (from having all the answers to reasoning around stated facts)
- to be open to reason around knowledge
- to acknowledge that some knowledge is necessary (dates in history for example or that a sentence starts with a capital letter), but also to realise that facts are not the only content that the teachers aim to teach in class.

Moreover, the coaching approach aims:

- to teach knowledge that is applicable in life, i. e. using strategies, discussions and arguments
- to talk about a fact instead of simply knowing it. Having this “believing” makes it easier to find the “knowing”.

All this is closely connected to going from being in control (you know your facts) to being in charge (you can more easily find your facts/knowing). The purpose is to realise that the students have many of the answers within themselves, and it is they who have the drive to achieve their goal. It also reveals how willing they REALLY are to achieve what they THINK they want.

To practice the approach, the Swedish partner Cuben developed a deck of cards with coaching questions and a suggested way of working with the cards to help the students to create their own answers. The more you practice with the deck of cards, the less you will actually need it (you implement it and it becomes natural).

### **Learner autonomy**

Learner autonomy is freely translated from David Nunan's (2003) 9 steps towards learner autonomy. For the purposes of the research pilot classes, they were streamlined into seven steps to fit it better to the line of work. These seven steps are about gradually giving the students the chance to take more responsibility for their lives and their learning. The seven steps are:

1. stimulate students to make choices
2. stimulate students to set goals for their lives and therefore also goals for their education
3. help the students to identify their own learning style and strategy
4. stimulate the students to learn outside the classroom
5. stimulate the students to create their own exercises
6. stimulate the students to become "teachers"
7. stimulate the students to become language "researchers".

### **5.3.3 Teaching and learning through authentic material**

In order to integrate language learning with business learning, authentic material plays a large, central part of teaching. Course books are used, but only carefully chosen parts, with the use of authentic material gaining importance instead. Authentic material can be found in the workplace and in the society in which the student moves and lives. By using authentic material, students come into contact with a prioritised part of language, a part that they will need in order to function in their internship. Using a leaflet from the workplace concerning information about the hotel and breakfast or reception hours forces the students to learn phrases, grammar, and language in a different way to learning from a course book. This authentic way of using material as a learning opportunity gives them a natural way of meeting the business language and it has a direct impact that a course book cannot replicate. Authentic material creates more motivation and will to learn.

The material can come from the workplace, from society in general or from students' everyday lives, and learning can happen in all the same places. It is a process both for students and the teacher to move from book-based learning to learning from/with authentic material.

So, what is authentic material and where do I as a teacher find it? Authentic material is everything that you read, see, and get involved within your everyday life. The amount of authentic material is infinite, and it is up to the teacher and student to decide and select what is important for the students, depending on the subject/class/business. The students' goals, as well as the demands placed by the employers on their interns/

future employees, are what determines the content of the class and the authentic material. This is what the screening of the authentic material is based on.

Examples of authentic materials include documents and images from hotels. There are many kinds of texts about the workplace, usually documents found on bulletin boards. Teachers can also take pictures at the hotels when they visit the intern and ask for authentic documents.

Authentic, work-related documents can be used in the following ways:

- read the CV of someone in the group – what can we learn from it?
- use the work instructions as a starting point for improving reading skills (fire safety instructions, checklists, etc.)
- create assignments to boost reading skills, fill-in-the-blanks assignments, and dictation of authentic texts
- create a word bank with relevant vocabulary (workplace, hotel industry, work tasks at the internship). The pupils can be involved in this. Find synonyms and antonyms
- invite previous participants to tell their stories
- invite The Swedish Tax Office and other agencies and prepare questions for these. Read information available online, order or change a tax card
- visit places of work and take photos which can be used as a starting point for conversations and written assignments
- make active use of the hotel's website and the hotel chain, find information about your own workplace online
- present your workplace to the class
- create a self-assessment form together with the students, which you can use throughout the course
- exchange information and experience from internships
- read brochures, tourist information and menus
- create Quizlet tasks with hotel vocabulary
- Kahoot
- post pictures from the internships in the Facebook group, discuss the images, and write captions
- language training without the use of text. Memorisation tasks, with help from pictures to remember spoken words from work
- excursions to workplaces, keeping logbooks
- self-assessment form. This can be created along the way, in collaboration with the students and the housekeeper managers.

#### **5.3.4 Cooperation between coach, teacher and business**

It is important to have a common understanding of the aims of the project. For this reason, it is essential to gather all parties involved and talk about the outlines and expectations for the project. Everybody has a say in what they believe is imperative to reach the goal of employment for the students.

The cooperation has to be smooth between the school and the business. Both coaches at school and teachers play a part in the partnership with the business. A partnership that works well is dependent on the fulfilment of the parties' expectations. Part of this is to find suitable matches for each business and, in order to know what a suitable participant would be for each business, we need to know the leading actors well. We need to know what kind of employee they are searching for, as well as their demands. To make the cooperation work well, it is key to have regular visits to check in on progress and on what is working well and what is not, and to be flexible to find solutions to situations that can arise.

Some workplaces create new roles in the company such as instructors for the interns. The function of this is to have a person in house to train and guide the student, both in terms of the business, teaching them the tasks they need to do, as well as helping and guiding with the language, to make sure that the information that the intern receives is understood and helps the intern on their journey to employment.

To sum up:

- talk to the managers – give an outline of the cooperation/course
- ask for cooperation and input/feedback from managers
- give an employer the responsibility to “train” the student
- fast and flexible contact if something needs to be adjusted.

### **5.3.5 Teaching at the workplace and learning at the workplace**

The entrepreneurial approach does not only entail teaching and learning in the classroom. A teacher in a pilot class also teaches at the workplace and other places that the students come into contact with in society – the expanded classroom. This is where the use of authentic material is found and applied and, therefore, it is important to also host some teaching where the authentic material is to be found and not only to teach it in a traditional learning environment.

The hotels need to be on board with how the method in a research pilot class works and understand that they are able to influence the material and knowledge being taught to give them a future employee who is a better match.

What we are saying, in other words, is that the teacher is tasked with using authentic material in- and outside the classroom; the hotels/business need to be on board with and contribute to the method and material, and, lastly, the students need to widen their understanding of learning to be able to utilise the potential offered by the method. This is not something that we can ask the students to understand on their own. The teacher needs to help the students to widen their view of learning and guide them towards a learning method that can also be of use in their future life. This is where, once again, the coaching approach is suitable, and it is a process that takes time. With the help of the teachers, coaches and the business, however, students have a lot to gain from learning how to learn at the workplace.

An example for this way of teaching is:

**Goal: to assess a student's oral communication skills**

In a traditional classroom, the teacher would hand out a communication exercise with a subject that two students would discuss. The teacher would then assess their oral communication skills. For some, this exercise works very well, and they are able to perform adequately. For others, an exercise like this is too artificial, and they will not be able to showcase their full potential in speaking. However, when a teacher visits the students at the internship and ask them to talk about their tasks/colleagues/coffee breaks, etc., they often perform better. This is an authentic situation; the students do not feel the pressure of an exercise and can speak in a more relaxed way. In a situation like this, it might not even be obvious that the teacher is assessing a part of their language learning.

**5.3.6 Integrated learning: language and business knowledge**

The pilot class focuses on integrating language learning with learning knowledge of the business. It is about prioritizing the language in terms of what will be useful to know in the internship in the immediate future and in employment in the long run.

After all, employment is the ultimate goal, and language is a key or a tool for reaching that goal. This is something that students must learn. They also need to shift from believing that they are only studying language and doing an internship to understanding that they are studying to become employable and learning a language, strategies, social codes, self-esteem, etc. at the same time. This might meet some resistance, as many students are familiar with more traditional school systems where there might, for instance, be more emphasis on learning information by heart and then repeating it back to the teacher, or where initiative and creativity might even be a punishable offence. Teachers also need to shift their way of teaching, just like the students need to change their way of looking at learning.

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**5.4 Professional development: processes and methods for fast track labour market integration**

ANDREA BERNERT-BÜRKLE

**5.4.1 The concept of “dual” learning at the workplace and in the classroom**

According to Cedefop, the workplace itself plays a fundamental role as a learning provider and as a stimulus for further learning. On-the-job training contributes to upgrading skills that are particularly important for specific jobs or specific work environments, emphasising a learning-by-doing approach (Cedefop, 2011).

Therefore, developing vocational skills as part of research fast track labour market integration training comprises the workplace as an essential part of the learning and closely links it to learning processes in the classroom. As described above, embedded or “dual” training concepts were designed. One specific characteristic of the research project is that the training and the internship, i. e. workplace learning, take place in parallel in an alternating structure, usually with two days a week of training in the classroom and three days in a workplace. This is unlike other training concepts, in which job placements take place at the end of a course.

There are several reasons why this concept of dual learning and the strong link between classroom training and learning in a real-life working environment have positive effects on learning outcomes and acquired skills of the participants, particularly when it comes to job-specific skills.

Firstly, lessons and work can influence each other through constant feedback loops between the two learning environments. The classroom training can be used to prepare the participants for work. Learning content from the job can be brought into the classroom and be further discussed, followed up and practised with teachers and classmates. In this way, sector-specific vocational learning content can be broadened, deepened and shared with all the participants.

Secondly, several learning theories suggest that learning with all the senses, learning combined with tangible actions and learning on the basis of multiple, individual perspectives and experiences lead to good results or that contextual practices are even an indispensable precondition for successful learning. According to this assumption, learning processes should combine actions such as reading, writing, listening, using pictures and audio-visual material, watching, discussing, experimenting, and above all, doing things by oneself. This strategy of learning is, for example, in line with the concept of constructivism, which states that learning does not happen through the mediation of knowledge via a teacher or some learning material but that it must have a connection to the students’ real lives. Thus the learning process is situational and contextual, i. e. it always happens in a concrete interaction between learners, teachers and learning situations.

Thirdly, the strong connection to real-life working scenarios also guarantees that skills that are practised during lessons are skills that are actually needed in the workplace. Skills mismatches can thus be avoided.

Since the fast track labour market integration training schemes only last several months, it is impossible to integrate all relevant vocational skills that a specific workplace might demand. Professional development as part of the pilot training was therefore built on two pillars:

- the most essential vocational skills were part of the training curriculum. Content and pedagogical material were prepared for the lessons. Excerpts from sector-specific teaching books might have been used. Once again, authentic material played

an essential role when it came to training vocational skills. As described above, additional content was transferred to the classroom by the participants

- more important than the exemplary learning content was, however, to equip participants with self-learning strategies. One training goal was for participants to learn how to learn professional skills in the workplace and – to be able to do so – use methods, patterns and tools that are introduced in the classroom training. This ability of self-driven learning and personal, individualised professional development is not only an essential element of the fast track labour market integration training concepts. It can also be considered as one of the key competences in rapidly changing labour markets and jobs and as an important basis for lifelong learning in the future.

These two pillars of professional development in the context of fast track labour market integration are analysed in detail below.

#### 5.4.2 Job-related content of the fast track labour market integration training curricula in the hospitality sector

By providing an example of fast track labour market integration programmes in the hospitality sectors in Stuttgart, we intend to illustrate what type of content was incorporated into training lessons. The hospitality industry has been the initial sector for the fast track labour market integration schemes offered in Sweden, Norway and Germany. The way in which a fixed set of vocational training content was integrated into the training was similar in all regions.

##### Checklist: Housekeeping hotel guest room

**Entering a room:** Knock at the door, ...“Housekeeping,” knock again, open the door, if guest is in the room: “Excuse me, when may I clean the room?”

**Opening the window:** Why? To ventilate the room.

**Emptying the rubbish:** Empty rubbish bins, ashtrays, remove all trash in the room, empty bottles, dirty jars and ashtrays and soak them in the sink, put rubbish bin and cleaning supplies in the bathroom after emptying. Why? Room can be cleaned more easily if nothing is in the way.

**Remove the dirty laundry:** Piece by piece, why? So that no items of the guest are accidentally wrapped up, dirty laundry immediately in laundry bag, why? So that no accident due to laundry on the floor happens and structured working is possible. After disposing of the dirty laundry, take all fresh laundry into the room, why? Save time by working effectively.

**Put sheets on beds:** Pull out beds, smooth mattress protectors, why? Convenience of the guest, as there are no wrinkles (if dirty, change), put on sheets with middle break up, why? Nice presentation! Pull sheets tightly under mattress and neatly fold corners, put sheets on duvet and cushions and arrange them neatly. Important!

Duvet and pillows are completely protected, corners are pulled in correctly, duvet ends at foot of the mattress, pillows at the head, bedspread neatly arranged. Important! Observe pattern, must not rest on the ground, why? Should not get dirty (bed in rooms of guests staying for another day: drape pyjamas).

**Pre-cleaning of the toilet:** Flush the toilet, brush in detergent thoroughly. Important! Under the edge, in the U-bend, why? This is where most dirt collects, why now? Detergent needs exposure time to kill bacteria and remove dirt.

**Clean shower/bathtub:** Spray walls and tub with water, why? Detergent works better with water, can be better distributed, soap down completely with sponge and detergent. Important! During cleaning processes, water, chemical agents and mechanical forces work. Rinse thoroughly with water, why? No residues of cleaning products, dry with leather cloth, why? Leather cloths absorb water and are more effective than normal cloths; leather cloths can be wrung out repeatedly, polish with cloth as needed, why? Nice presentation of bath gives the guest a positive first impression. Important! Do not forget plugs, drain, soap dish and dispenser.

**Cleaning of the toilet:** Brush again thoroughly, why? To remove loose dirt, flush, soap down toilet seat, toilet lid and toilet bowl with a sponge and detergent, remove soap, dry with leather cloth, polish if necessary! Also clean outside of the toilet bowl, do not forget corners and brackets!

In Stuttgart, the vocational training content was developed by the training academy of the hospitality industry association Deutscher Hotel- und Gaststättenverband (DEHOGA). The academy planned sessions on working processes and skills necessary in the kitchen, at the restaurant table and in the housekeeping, on hygienic and health issues such as allergies as well as on security issues. The DEHOGA academy also built up a pool of experts, mainly practitioners from hotels and restaurants or related institutions such as the hygienic supervising agency for the hospitality sector in Baden-Württemberg. The training offered by these lecturers was extremely practical: lessons on housekeeping took place in hotels in one of the guest rooms, food was prepared in the school's training kitchen, and tables in the classroom were arranged nicely as in a restaurant. All practical lessons were backed up by the language teacher. Essential communication and vocabulary were practiced during the language training after the vocational sessions.

The curriculum developed for the housekeeping illustrates what content the lessons referred to and what level of detail they contained. It comprised training on

- general areas of activity of housekeeping
- personal appearance of the housekeepers
- equipment and cleaning supplies
- tasks to be carried out while cleaning a room
- rules in the workplace, culture and communication.

Among other things, a checklist of standardised tasks when cleaning a hotel room was presented and discussed, and all necessary actions demonstrated in a guest room. The housekeeping process is not exactly the same in all hotels. An important reason for demonstrating the tasks was, however, to raise the awareness of the participants completing an internship in housekeeping. The goal was to convey the message that they should look or ask for instructions on what to do, how to do it, how the various room equipment is cleaned, what equipment and cleaning supplies to use and where they are, the order of doing things, how to present the room, the importance of respecting every detail, and, last but not least, why things were done in a specific way.

The checklist that was used to learn and practice housekeeping tasks comprised instructions and information on the following issues and with the following level of detail:

**Cleaning all walls, fittings, furnishings:** Fill the sink with water and add detergent. Important! Working systematically clockwise, why? To not forget things, remove hand and spray marks on the door and door frames, towel rack, toilet roll holder, hygiene bag holder, toilet flushing (dangerous bacterial!), hair dryer, Kleenex bracket, all walls, vanity mirror, etc., clean rubbish, wash glasses and ashtrays and polish.

**Clean mirror:** Wash mirror with hot water and polish with glass/leather cloth. Important! No cleaning agent residues in the leather, otherwise stripes work only in up and down or left and right movements

**Cleaning the sink:** Soak sinks and fittings with sponge and detergent, rinse with water, dry with leather cloth and polish if necessary. Important! Do not forget plugs and overflow.

**Refill guest articles and terry towels:** According to the standards specified by the hotel. Important! Neatly folded, why? Accurate presentation, no stains, holes, cracks.

**Clean floor:** Put water and detergent in buckets. Important! Not too much detergent, why? Otherwise the floor gets sticky, wet the floor cloths and wring them out, first wipe out the corners by hand, then wipe the entire area with the scrubber and cloth. Important! Wipe from the inside of the bathroom to the door. Be careful! Not too wet, why? Otherwise stains remain.

**Dust off the bedroom:** Systematic clockwise work, why? To not forget anything, use leather and clean cloth. Important! No soap residue in the leather, remove handle marks on the door and frame, all furniture inside and outside. Important! Corners, drawers, all switches, hooks, cables, TV, trolley, remote control, all lamps. Caution! Bulbs only with dry cloth, window frames, heating, chairs and armchairs. Important! Do not forget wooden frame, wipe edges down, phone. Important! Do not forget the receiver, remove dust from pictures and mirrors, brochure stands, skirting boards, possibly stains from walls.

**Adding missing guest articles:** Refill missing articles according to the standard specified by the hotel. Important! Replace damaged items, number and placement must always be correct

**Vacuuming: workflow:** Working from the back corner to the door, removing brushes for corners and edges and working with pipe. Important! Maybe remove furniture to vacuum under it, vacuum padded furniture, vacuum bathroom floor, why? To remove any remaining hair. Important! Floor must not be wet, vacuum the corridor section in front of the room, after vacuuming, pull out the plug and roll up the cable properly, why? Risk of injury.

**Final presentation of the room:** Close windows and curtains, arrange furniture according to the standard of the hotel and check for the last time whether everything is nicely arranged and presented.

The academy of the hotel and gastronomy association also prepared scripts, teaching material and small tests that could be used during the sessions.

A normal day working at a hotel: "I get up at seven o'clock. First I take a shower. Then I have breakfast. At eight I take the tram to the hotel. It is called Scandic Byporten and is located in the center of Oslo. I like to take the tram. Usually I start at half past nine. I usually get in at twenty minutes past eight. Then I change to a plain uniform in the changing room. My boss is called Åsne and is a house-cleaning manager. I have colleagues from all over the world. It is a large conference hotel with many guests. Some guests are tourists from other countries. They speak English. It is important to always smile and greet the guests in the corridor. Some ask where the breakfast room is and some wonder where the reception is. I answer: 'You have to take the elevator to the first floor, then turn left.' Usually, I am responsible for the third and fourth floors, but it varies. Sometimes I am responsible for the sixth, seventh and eighth floors. It is important that the rooms are perfectly clean. We cannot forget hair in the shower or stains on the mirror. Sometimes my boss asks me to do other work, such as washing stains off walls. Other times I wash the elevator. I usually take lunch at noon. Then I talk to colleagues or read information on the walls. Everyone needs to know what to do if the fire alarm goes off. That is why I read the fire instructions. At 4 p. m. I finish and take the bus home." **Written by Åse Fjeld together with participants in the research piloting class, Oslo Adult education Rosenhof, Norway**

### Sector-specific certificates

The option to acquire sector-specific official certificates was offered where possible. Certification courses were integrated in the training concepts and curricula.

For example, according to German law, a specific hygiene training course is compulsory for all staff working in the hospitality industry. The training that is offered by the health department of the municipality was part of the fast track labour market integration training in Stuttgart. The training was accompanied by interpreters for different languages. Participants obtained the respective certificate that is usually requested by employers before they take on new staff.

On fast track labour market integration training schemes in the warehousing and logistics sector, participants could obtain a forklift driver's license, which improves

their job prospects. In this way, the fast track labour market integration programme training were given added value in terms of effects concerning the employability of the participants.

### **General labour market skills**

In addition to job-specific vocational content, general skills regarding the labour market and how to find and get jobs were part of the training. This included the use of job databases and advertisements, types of positions/employment, CV writing, work environment law, legal obligations for immigrants who work, workers' rights, payroll, taxes and social security, content of contracts, trade unions, discrimination in the workplace, and sexual harassment. During the sessions, participants usually acquired IT skills too, as the sessions often took place in computer rooms.

### **5.4.3 Learning to learn professional skills in the workplace**

Just as important as teaching vocational skills during training sessions is teaching the ability to learn with self-guided strategies at the workplace. Fast track labour market integration training programmes support the learning processes at work, above all by teaching participants strategies and methods on how to obtain skills while working and how to constantly improve them.

First and foremost, the will and motivation to perform and learn at work in the best possible way as well as self-sufficiency are the main requirements for being quick and successful at learning a job. Therefore, the empowerment of the participants usually forms the focus of the first lessons of a fast track labour market integration class. This includes presenting oneself, practising dialogues for the first day at work, learning to ask questions, team-building activities, often combined with first experiences with vocational skills such as preparing meals together, and so on. When this basis is created, the professional development and the job-related set of vocational skills receive more attention.

During fast track labour market integration training in Stuttgart, Gothenburg and Oslo, teachers trialed and piloted several strategies and methods to support workplace learning. Promising methods to support the professional learning process in the companies are described below.

### **Methods and tools to support learning-by-doing**

The pilot fast track labour market integration training forming part of the research project mainly took place in jobs in which “on-the-job training” is common. Workplace learning in the context of these types of job usually consists of watching, listening to instructions, and copying. “Learning-by-doing” is mainly used to develop skills and the speed of working. The copying and learning-by-doing approach is supported by different structures.

A thorough introduction by a mentor is – ideally – the basis for the work in a company. Participants of fast track labour market integration programmes are prepared for this first introduction phase as they learn to take notes on the most impor-

tant issues that are mentioned during such initial meetings, to collect, read and work with any written or visible introduction that might be offered, or to take photos of key information.

An initial phase in which the trainee follows one or different colleagues or a mentor during different work processes is another particularly common training step during the first few days in a new job. This period is usually very short and often lasts only two or three days. In the research project, the employers considered the fast track labour market integration internship period to be a valuable advantage – as this period of working together with a colleague could be extended to several weeks. Again, taking notes, photos and in this phase also producing short films can be useful methods to reinforce the training, e. g. to document techniques on how to best put sheets on pillows in hotel rooms or how a room has to be arranged. Active participation in the work process from the beginning, repeating instructions and asking questions when things are unclear are the main competences that need to be practiced before starting an actual job.

Last but not least, employers saw a major advantage in the fact that teachers or coaches from the fast track labour market integration programmes visited the workplace, got to know learning processes at the workplace and were able to bring the tasks back into the classroom.

“Most of the work is taught and learnt by doing. Many managers started their career as housekeepers or pot washers and worked their way up. The industry has a well-developed system for educating within the company. There are training modules in most programmes, and skills can be taught during a training period. Time is always a problem when it comes to educating new staff, there is very little time to teach, and every working hour counts towards the manager’s budget. All training takes place in real life, interacting with the guests and, even though there is always a mentor present, some people find that a little bit stressful. Practical skills can be taught, but the sense of meeting people’s needs and feeling what might make them enjoy a little bit more without them asking, that is something that has to be a natural skill. That cannot be taught. An important skill is to be able to handle stress in a good way. There will always be stress, and knowing yourself and the way stress makes you react is very important.” **Teacher in Hotel Talents, Cuben Utbildning, Gothenburg, Sweden**

### **Use, understand and implement written instructions**

Written instructions in the workplace and specific information for new staff are often available and constitute important training material. During the fast track labour market integration classroom sessions, participants learn how to make thorough use of all available written instructions that might be available in the workplace as an individual copy for staff or that could be photographed. During the fast track labour market integration training, participants will learn how to better understand instructions, e. g. by marking important keywords, translating essential parts into their native language with the help of online tools, creating a list of keywords or mind maps, or looking for graphs and other illustrations. Instructions can also be further followed up with the teacher or coach or during the lessons with classmates.

Interns will also quite often find instructions and descriptions in the workplace, e. g. on how to switch on and make ready or switch off and clean certain machines such as the dishwasher. Participants are motivated to take pictures of such instructions, not only because they will help them to study the language, e. g. to learn specific terms for tools, machines and parts, but also because they will help them obtain key professional skills. Interns learn to follow these instructions step by step – and again to ask questions in case things are unclear.

### Use of e-learning

Large companies, e. g. the major hotel chains involved in the research pilot training schemes, offer e-learning training for new staff or for the training and upskilling of staff in general. Online training material ranges from professionally produced films that demonstrate how to carry out the most important tasks in a workplace (e. g. how to clean the room) to a broad range of interactive learning modules with background information and testing options. Interns on fast track labour market integration schemes are motivated to use these e-learning options as intensively as possible. Films can be watched on smartphones. For more complex e-learning applications, participants need access to a PC. The fast track labour market integration schools explore with the participants where public computers are available.

If e-learning material is not available, participants are encouraged to produce their own individual pieces, e. g. by taking pictures and producing their own small films, ideally with their mentor. These pictures and films could be about how/where material and tools are stored, how equipment is used, etc. Interns can use photos and films to practice or refer to them whenever necessary.

### Offline and online learning portfolios

During the fast track labour market integration training, in Stuttgart, individual participant portfolios were used to support professional development, both concerning vocational language and general vocational skills. Portfolios in the fast track labour market integration programmes were, on the one hand, blue “paper” files that had the following functions in the learning process:

- *Collection and systematic documentation of work- and workplace-related content:* this could be information, instructions, work results, essays, documents, visualisations and all kinds of presentations through to audio-visual documentation or pieces of work. They are mainly collected and prepared individually by the participant. Content of portfolios could be information “about me”, any material and artifacts from the workplace, any information related to work in general, and any documents to visualise the learning goals. Some general content for the portfolios was provided by the teacher, e. g. personal self-assessment questionnaires, infor-

mation on how to create individual CVs and cover letters for job applications, various vocational learning materials, etc. (University of Utah, 2019; Reich, 2003).

- *Basis for individual practice and revision:* the portfolio is an important instrument for the individualised revision of learning content. Language, but also vocational working processes, can be practised with the help of the portfolio.
- *Instrument to steer the individual learning strategies of each participant:* during the training and workplace learning, the portfolio was required in order to observe important content, methods and results and record them in writing or in another form. A steering instrument for self-learning strategies was thus built up. The portfolio was also one of the main tools to bridge the gap between the workplace and the classroom.
- *Basis for personal reflection:* the portfolio helped the participant to individually reflect on their learning results. For this, different tools were provided, such as self-assessment forms.
- *Assessment:* the portfolios could also be used for individual assessment. Individualised learning content could be part of this assessment (e. g. a participant presents and explains one of their typical working processes to the group) or the portfolio in and of itself can be assessed.

Teachers on fast track labour market integration programmes endeavoured to activate participants and the collection, practice, self-steering of learning, reflection and assessment for and with the portfolios, e. g. by regularly integrating them into lessons or through “homework” – i. e. little tasks.

The goal in Stuttgart is to also offer participants the option of using e-portfolios. An electronic classroom with individual learning spaces for the participants is available as part of the Digital Campus Baden-Württemberg. However, the participants’ access to computers is limited – so the use of the e-portfolios has also been limited up to now.

### Learning through feedback

Finally, an important instrument to support professional development is feedback – by the teacher in the classroom, by the coach in individual meetings, and by managers or mentors in the workplace. The Talents app can help to structure feedback on work performance (see also Chapter 5.4.4 on the competence app). Techniques such as group guidance and talks with employers can also be used.

Feedback could also be based on evaluations from clients, e. g. hotel guests who answer questionnaires. Real-life feedback from employers is essential in order to develop a relevant methodological framework for training, guiding the teacher to understand their new role as teacher and coach in a fast track labour market integration programme.

#### **5.4.4 The Talents app: an interactive triangle between fast track labour market integration teachers, companies and the participant**

One of the innovative outputs of the empirical research project is an interactive tool that helps to create competence profiles for internship placements. The aim of the app developed by the Talents research project is to form a triangle between teachers in the classrooms, companies offering internship placements and participants on fast track labour market integration training schemes.

The Talents app is used in different contexts:

The app helps to analyse which skills and competences are needed for a specific internship and job. Competences can be described for areas including job-related professional expertise, soft skills such as communication skills, intercultural competences or the ability to learn and, last but not least, (job-related) language skills. Usually, the teacher or coach discusses the competences that are required with mentors in the internship company. A number of model competence pools have been created for general skills and for some standard jobs. However, the main innovation presented by the app is that individual skills requirements of specific workplaces can be added in a flexible way by the user.

The main advantages of the app's personalised features are:

- In addition to the definition of competence areas and specific skills, performance goals can be described on a scale from 1 to 5
- The competence profiles can be used to make skills needed for a job visible to candidates and training institutions and, potentially, also to match jobs at companies with candidates looking for jobs
- On the basis of competences needed for a job, individual and tailor-made training can be put together for the interns and specific requirements can be integrated into the classroom training
- Finally, the Talents app can be used to collect feedback from different people on the performance of the participant in the workplace and in the different competence fields. For example, the participant can be assessed by their company mentor, their teacher and themselves. The results of this "360-degree" feedback can be displayed as reports or in various charts.

The competence balancing process is steered from the back end of the Talents app, which is based on the open-source learning management system ILIAS. Individual content in the app's back end needs to be handled by experts who are familiar with competence balancing, skills development and learning processes. The front end, in which, for example, the 360-degree feedback can be given and displayed, is available in a mobile version.

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## 5.5 Training of key actors in fast track labour market integration programmes

MARCUS PERSSON, JOHANNA TOGELID, ANDREA BERNERT-BÜRKLE, SARAH LUKAS, ANIKA SCHNEIDER, ESTHER DAM, ROSWITHA KLEPSEK

### 5.5.1 Training teachers on fast track labour market integration programmes

MARCUS PERSSON AND JOHANNA TOGELID

#### 5.5.1.1 The role of the teacher

A teacher in the research pilot class is more than just the traditional meaning of someone conveying information to a class of listening students. Traditionally, language teachers focus on teaching languages. This form of teaching is based in a classroom and usually on a coursebook with a strict schedule. But times have changed, and the role of the teacher has to change with them. Today's labour market is dynamic, but the role of the teacher has not always kept up with society or with developments.

Teachers in the research pilot class have to be open to developing their role gradually. This means that they cannot stick to teaching language in class; they need to guide the students towards employability, social codes and rules in society. They need to guide them towards better self-esteem and better self-knowledge, and give them tools and strategies to keep on learning outside school. It is important to learn knowledge that takes them forward towards their next step and their goal, not only knowledge that can be tested in a classroom situation. Just like everything else, the changing role of the teacher is an ongoing process.

### 5.5.1.2 The three approaches

With a traditional approach, we see a teacher in front of the classroom, conveying information and being the sole supplier of knowledge. As described above, this role of the teacher has to change, and the teacher training delivered in the research project is one instrument to support the change process.

One of the main elements of research language teaching and learning are three approaches geared towards creating autonomous students who take action into their own hands. These three approaches, therefore, play an important role in teacher training.

#### The entrepreneurial approach

To be able to see a student progress both in their language and their skills, the teacher needs to understand that knowledge is everywhere. This is a creative way of looking at knowledge, teaching and learning while using authentic material as a basis for your class. But it also means that you open your eyes to wherever learning might be and recognise that it is not only confined to the classroom. The entrepreneurial approach uses different ways of learning and does not only focus on books and assignments in the classroom but also strives to use authentic material. The material can come from the workplace, from society in general or from students' everyday lives, and learning can happen in all the same places. It is a process for both students and the teacher to move from book-based learning to learning from/with authentic material.

#### The coaching approach

The coaching approach is an empowering way to learn from results as opposed to doing an assignment and then forgetting what you have learnt (since you only learnt for school, not for life). Instead, the result is taken and used as a process for evolving. The assignments and the results of the assignments lead to learning for life, which means that you can use the results to keep on learning in life.

There is a lot of shifting involved in the approach. To move from telling to asking (both teachers and students) and from knowing to believing (from having all the answers to reasoning around stated facts). To practice the approach, we developed a deck of cards with coaching questions and a suggested way of working with the cards to help the students to create their own answers. The more you practice with the deck of cards, the less you will actually need it (you implement it and it becomes natural). The teacher training includes working with the cards.

#### Learner autonomy

As explained under Chapter 5.5.2, learner Autonomy is freely translated from David Nunan's nine steps towards learner autonomy. We streamlined them down to seven steps to better adjust the system to our line of work. The seven steps are about gradually giving the students the chance to take more responsibility for their lives and their learning:

1. stimulate students to make choices
2. stimulate students to set goals for their lives and therefore also the goals of the education
3. help the students to identify their own learning style and strategy
4. stimulate the students to learn outside of the classroom
5. stimulate the students to create their own exercises
6. stimulate the students to become “teachers”
7. stimulate the students to become language “researchers”.

### 5.5.1.3 Content and modules of the teacher training

In the course of the empirical research project, the teacher training was designed and further developed with the aim of helping teachers involved in fast track labour market integration to develop their role and ability to teach and work in the new training settings. The teacher training was created as a modular training course. Depending on the target group for training and its length, different modules can be chosen and combined. Each module refers to different aspects that are relevant for work-oriented fast track labour market integration training. The following modules are available.

#### Module 1: Introduction to the training concept behind the research project

This module intends to examine the ways of starting and managing fast track labour market integration training for immigrants and refugees.

#### Module 2: The three approaches

The module explores the process of training by using the three approaches described in Chapter 5.5 above.

The *entrepreneurial approach*, where education is thought of as a creative process which involves student perspective and learning both out- and inside school.

The *coaching approach*, where open-ended questions help the student to find their own goals and answers.

*Learner autonomy* is the last approach, where students take their own learning into their own hands and continue to learn for life.

The approaches aim to return responsibility to the students, to stimulate the students to think for themselves and make their own choices and to take command over their lives. The approaches also aim to invoke students' inner creativity, realising that learning is everywhere, NOT only in school, and how to see learning in their everyday life.

#### Module 3: How to use authentic material

The teacher in a fast track labour market integration class not only plays a teaching role, they also act as a guide for the students. Guidance techniques such as feedback talks, group guidance, guidance and coaching are thus discovered during fast track labour market integration training.

#### **Module 4: The teacher's extended role**

A research pilot project class has students with different educational as well as vocational backgrounds. Some people have been in the country for many years and others are newly arrived. There are people who speak and write a lot of Swedish and there are beginners. In other words, it is a class which is very heterogeneous. Teachers need guidance on how to relate to a class like this and how to plan and structure the class to be fulfilling to each and every participant without exhausting themselves by giving each student a different exercise.

A trick is to tailor the same exercise to several different levels and goals. One example is to work with the homepage of the business where the students are interns.

While doing so, the students learn business knowledge while using Swedish as a tool at the same time.

#### **Module 5: Gaining business intelligence through company visits**

On-site company visits give an inside into learning processes at the workplace and skills required. The use of the Talents app can be included in this module.

#### **Module 6: Lesson planning**

The module reflects on how to plan intelligently for having different levels in the same class, prioritise the language that you teach/they learn and the flexibility that the lesson planning needs to have.

A curriculum was developed based on these modules. The curriculum is available on the Talents project website.

### **5.5.2 The training of counsellors and coaches**

ANDREA BERNERT-BÜRKLE

Guidance as part of the work-related fast track language and vocational training classes differs in many ways from classical career and educational guidance. Various innovations form the basis of the holistic approach of guidance within the research project (see also Chapter 4):

- guidance is an integral part of the empirical research project, necessary in all phases and at all transition points, in different forms and in different contexts
- guidance is not the responsibility of specific organisations, institutions, professions, practitioners or persons; all parties involved, such as various types of counsellors, teachers and staff in training institutions, coaches, staff and mentors in companies, offer guidance and orientation
- the key element of guidance is that the client has the feeling and confidence that someone “cares” about them
- “soft” aspects such as the individual motivation of a client are more the focus of the guidance process as tested in the pilot research than “hard” facts

- one principle of the research project is to use the potentials and competences of participants for the common process as well; guidance takes part in group guidance scenarios, involving other immigrants and enabling them to guide one another
- intercultural aspects are the most challenging part of guidance within the research project
- the practical part of the work in the company is the decisive part of “guidance” in the research. The work in itself gives “orientation”
- an essential part of the research process is the innovative linking of practical work and teaching and learning languages
- “consultants” are not just trained individuals; anyone who performs a role in the research and training process also performs a “consulting” role
- the dividing lines between the functions of teaching and learning, working, advising, leisure, etc. are fluid
- the integrative understanding of guidance in the research and training process also requires inclusive engagement and consistent mutual information between all institutions involved.

To conclude, guidance does not only refer to externally visible processes of formal or non-formal learning, accreditation, language acquisition and work in the company; guidance also refers to life in the community, the cultural context, from team-building measures to mutual confidence-building and relationship-building. Self-confidence, in turn, helps to support processes of teaching, learning, working and finding longer-term prospects for one’s position in the community.

The training on guidance and counselling was created against the background of these specific functions of guidance in the framework of the research project.

The guidance training therefore not only addresses classical guidance “counselors” but also different individuals involved in project training. These could be teachers, coaches or persons selecting participants for training. The guidance and coaching training was developed as a modular training course. Depending on the target group for the training and its length, five different modules can be chosen and combined. Each module refers to different aspects that are relevant for work-oriented fast track labour market integration training. The following modules including background information and suggested activities are available:

### **Module 1: The fast track labour market integration training concept in the research**

This module is designed to examine the ways of launching and managing fast track labour market integration training for immigrants and refugees from a guidance perspective.

### **Module 2: Using competence-balancing tools for guidance**

The module explores the process of competence balancing, presents competence balancing tools and provides training in the use of them and refers to competence management in the pilot research classes by using the Talents app and competence tool.

The *coaching approach*, where open-ended questions help the student to find their own goals and answers, is also presented.

### **Module 3: Diversity and guidance**

The module reflects on stereotypes and prejudices, forms of discrimination, promoting diversity and human rights and finally on the empowerment of immigrants, an important precondition for an independent life.

### **Module 4: Gaining business intelligence through company visits**

On-site company visits provide an insight into learning processes in the workplace and the skills required. The further use of the Talents app can be included in this module.

### **Module 5: Matching labour market demand and supply**

Finding the “right” companies and matching them with the “right” individuals is a crucial task in the fast track labour market integration training programmes developed by the research. The evaluation of people’s competences, experiences, interests, attitudes, individual learning needs, and, above all, motivation, and finally the selection of participants and matching with internships are preconditions for successful matching. The module presents strategies for this as well as information on how to establish and maintain company relations.

A curriculum was developed based on these modules. The curriculum is available on the research project website.

## **5.5.3 The training of language mentors in the workplace**

SARAH LUKAS, ANIKA SCHNEIDER, ESTHER DAM, ROSWITHA KLEPSE

### **5.5.3.1 The concept of a language mentor in the workplace**

Language learning and integration processes go hand in hand and are inextricably linked to social interactions. The workplace is a key arena in which social interactions, language learning and integration take place. The colleagues of the employee with a migration background play an important role in these processes. In most cases, they have the will and motivation to support their new colleagues. However, they do not have an in-depth knowledge of language learning and intercultural differences. Against this background, the “Akademie für Wissenschaftliche Weiterbildung” (AWW – Academy for scientific continuing education) of the Pädagogische Hochschule Weingarten (University of Education Weingarten) developed, in the FIER subproject “Language training on the job (LaTJo)”, a training programme in which language mentors are trained. The training qualifies German-speaking employees to support their new colleagues with a migration background and low German skills in their professional integration and especially in their professional language knowledge.

In Germany, a large variety of different language courses in different institutions offer German as a second language in everyday contexts. However, the language en-

countered at work differs from that used every day. Some institutions, such as the Volkshochschulen (folk high schools; adult education centres) even offer professional German as a second language. These offers cannot always be taken up, however, due to time constraints or due a lack of access to public transport. In addition, these language courses are developed for a fairly broad professional sector (e. g. the hospitality industry) and cannot take into account the very specific language used in the individual workplace. Here, language learning at work can make a valuable contribution to the learning process. It has to be pointed out that the concept presented here does not aim to compete with existing structured language learning courses and should be seen as a useful supplement or temporary bridge between courses.

The workplace is seen as a valuable place of language learning because it is a place full of social interactions such as networking, communication and contact-making. Professional activities can easily serve as opportunities to support language. In constructivist learning theories, the interactive and social component of learning is of particular importance. The teacher is seen as a learning companion rather than a know-it-all higher up the hierarchy who may not be questioned. The social component of learning is especially relevant in language learning because a language is learnt best in interactive communication situations (e. g. Pica, 1987). The concept of a language mentor in the workplace unites all the various components of successful professional language learning: social interaction in the workplace on equal terms with a colleague at the same or only a slightly higher level in the hierarchy.<sup>7</sup>

#### **5.5.3.2 The language mentor training**

The training is designed in two modules. Each module comprises two training days. Between Module 1 and Module 2 lies an interim phase of four to six weeks, in which the prospective mentors implement the training content in day-to-day life with their mentees. During this time, they are supported by the trainers according to requirements. The trainers may observe in person the language training in the workplace and give valuable tips in situ. Alternatively, the trainer and the prospective language mentors communicate via digital communication channels. Both sides can share videos, pictures and training materials and write messages.

#### **5.5.3.3 Contents of the training**

The training comprises the following elements: assessing the language level of the mentee using the profile analysis designed by Grießhaber (2013); constructing video-based learning arrangements adapted to the language level; planning, implementing and reflecting on learning processes; and interculturality and communication at the workplace. All this content will be presented in more detail below.

Language level analysis: To be able to support the mentee appropriately, the mentor has to analyse their language level. The challenge is that the language mentor is not

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<sup>7</sup> Differences in hierarchy might play a significant role in a successful mentor-mentee relationship, especially when different cultures are involved. A discussion of this aspect would go beyond the scope of this article and will be published elsewhere.

a language teacher and will thus know very little, if anything, about language learning and language assessing. Griefshaber's profile analysis (2013) is a relatively easy-to-learn method to define the language skill of a language learner. Here, it has to be pointed out that the Griefshaber model is only applicable for German. The model is based on the assumption that learners acquire basic word positions in a fixed sequence and that, especially, the position of the finite verb will indicate the language level. The sequence is defined according to typical German verb positions. In German, the position of the finite verb can change, for instance, in questions. In the training, the prospective mentors learn how to record speech samples, how to transcribe them and how to analyse them according to the Griefshaber model. Although Griefshaber (2013) defines seven levels, only the first four levels (0–3) were deemed relevant for the purpose of the language mentor training. This was because it was assumed that, after level 3 is achieved, language mentoring was no longer required.

**Video-based learning:** The mentor, as a role model in the sense of social learning (e. g. Bandura, Ross & Ross, 1963), should be clear in their messages and competent in their work. They should be patient while explaining as much as the mentee needs to know. In daily life the mentor will not always be able to explain things repeatedly; they will speak fast and probably not in line with the language levels suggested by Griefshaber (2013). In addition, the mentee might be overburdened by the situation. Their cognitive resources might not be sufficient to allocate attention to the action and the language. To tackle this challenge, the mentors learn how to make simple but effective learning videos. In these videos, the mentor does one of the typical tasks that the mentee has to perform in their job. The mentor accompanies their actions by explaining what they are doing – using the appropriate language level for their mentee. By watching the video, the mentee will not only learn the action that they need to learn in their job but the language too. A video can be watched back, stopped, rewound and watched whenever a short time slot is available (for instance on the bus on the way home). The mentee's attention can be directed rigorously towards the important aspects of action and language. The process of learning how to shoot a video is supported by the trainers. The prospective mentors improve their performance through criteria-driven feedback of the trainers and their peers in the mentor training. No professional equipment is needed – the mentors shoot their videos with their own smartphones or other video devices that they have at hand.

**Interculturality and communication:** The mentees not only have language problems but also come from a different culture. Some cultures would appear to be very close to our culture, while others seem to be more distant and different. Conflicts or misunderstandings might not only arise due to a lack of language knowledge but also because two different cultures are interacting. A language mentor will come into contact with people of many different cultures. It is therefore very useful to develop intercultural competence and sensitivity. In the language mentor training, the focus lies on handling intercultural situations, which we define – according to Spencer-Oatey & Franklin (2009) – as situations in which the intercultural distance between the actors is significant enough to have an impact on communication and interaction and at least one of the partners realises this. In the training, already experienced intercultural situations that

have already been experienced will be reflected on and will serve as a basis for analysing further intercultural situations. It is important that the future language mentor is not biased against some cultures but that they keep an open mind. It would not serve the purpose if the mentor were to think in terms of “cultural compartmentalisation”. For this reason, cultural dimensions are mentioned but are not the main focus of the intercultural module. The prospective mentors are encouraged to take a close look to the individual person and keep their cultural background literally in the background. Particular focus is placed on possible differences in communicative manners and habits. To this end, the four levels of communication (verbal, non-verbal, para-verbal and extra-verbal) are discussed and practised.

Competence-oriented training – constructive feedback: The training sets out to be competence-oriented. The focus is not on what the learner should know but on what they should be able to do. The learner is at the heart of the training, not the teacher. For the purposes of mentoring language learning, this means that

- the mentee as a human being is in the foreground, and the support starts with this approach
- the mentee’s previous knowledge and potential is taken seriously and they are valued as a human being
- their learning processes and outcomes are observed and analysed
- the support must be neither over- nor underchallenging
- support measures are based on previously defined competence-oriented objectives
- knowledge and skills are interlaced and learned and practised in authentic situations, while attention must be paid to creating an optimal learning environment
- the support is based on the competence dimensions of the German Qualifications Framework for Lifelong Learning (DQR): professional competence (knowledge, skills) and personal competence (social competence, self-employment) (Arbeitskreis Deutscher Qualifikationsrahmen für Lebenslanges Lernen, 2011)
- the mentee is encouraged to transfer what they have learnt so that they can use it in real-life situations to solve problems
- the language mentor gives constructive feedback.

To be able to give constructive feedback, giving feedback is another important component of the training. Mentors learn how to formulate tangible objectives so that the feedback can be given against the background of clearly defined criteria.

#### **5.5.3.4 Requirements**

Participants in the training who want to become a language mentor should have a solid knowledge of the target language (in this case German), be experienced in their job (completed vocational training or in the last year of apprenticeship) and be willing to invest some time to support their mentee. They should participate in the mentor training due to their own interest and should be open to learn something new and be motivated to implement it in a normal working day.

The mentee should be in need of support concerning language learning. It is of utmost importance that their participation in the mentoring is voluntary and that they are motivated to learn the language and to work together with a mentor.

### 5.5.3.5 Conclusion

The language mentor training is designed in such a way that the participants are shown practical methods that can be implemented in their daily work. These enable them to support colleagues with a migration background and little knowledge of German with regard to their professional language skills and ability to do their job. The limited time resources are taken into account. In addition, a solid scientific foundation forms the basis of the training components. The unique selling point of this concept lies in the fact that it is primarily the colleagues and not the employees with a migrant background who are taken into account and receive the support at first hand. After all, successful sustainable integration cannot be “created” from the outside – it must take place from within the company or organisation and requires people to cooperate and work together on it. The entire workforce is an indispensable factor for this. Training as a language mentor in the workplace contributes to the success of integration that has been developed jointly.

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## 6 Conclusions

ROLF ACKERMANN AND PAOLO FEDERIGHI

Above all, the innovative potential of work-related fast track labour market integration training comprises the following areas:

1. it is possible to implement fast track labour market integration for immigrants. The empirical research project proved that is possible to transfer and further develop a concept that offered fast and early access for immigrants to the labour market – unlike systems in many European countries, in which longer periods of (language) learning hinder professional integration and increase the risk that an immigrant’s integration window will close – which happens if they stay inactive in a new country for several years. In the research pilot classes, up to 90 % of participants on the courses had obtained a job by the end of the project
2. cultural dialogue is the key challenge. The empirical research carried out uses a system of alternating, dual training of language, profession and – as one of the main success factors – cultural development including self-sufficiency. There were no comparable concepts in place in the research project regions when the project was designed in early 2016. Fast track labour market integration programmes are now more common in Norway, and similar – but not so fast – systems are currently being established in Germany
3. teaching companies are the key actors in learning processes. Training courses are short but intensive and, in a first step, teach the competences needed by a specific company for their vacancies. They include language training related to practical language on a specific work placement and some basic professional skills. Training curricula are developed in cooperation with companies. Depending on the participants, training can be offered at different levels and speeds
4. company mentors and teachers acting as coaches cooperate to achieve the expected learning outcomes. Continuous training supports the upskilling of people on the job. Companies involved in the research project were also willing to support the participation of their staff in vocational upskilling through embedded learning plans based on close cooperation between internal mentors and external coaches
5. an integrated and individualised guidance service for immigrants alongside the training classes is needed. Guidance should not only be offered at specific transition points. Guidance and coaching must be the underlying principle of the teaching during the whole class (coaching approach)
6. guidance, coaching and the individual competence development of participants must be backed up by the use of the EU skills profile tool for third-country nationals and the Talents app. This opens up new dimensions of skills development in the triangle formed by the workplace, the training class and the participant them-

- selves. Thus it was possible to place company needs at the heart of the pilot training scheme. The idea is to find the right persons for a specific job, to build on their talents and to develop their competences according to the company's needs
7. as a triangle between the company, the immigrant and the training institution, the Talents app is a technological innovation. It allows skills development to be developed and monitored with regard to a specific workplace in a specific company, unlike other competence balancing tools that use existing job descriptions. In 360-degree feedback, the performance of the participant can be evaluated at different stages of the training, enabling the progress of a person's development to be made visible
  8. future prospects for immigrants are crucial for the long-term success of the integration process. Participants need assistance after their training ends. They need coaches who will support their professional performance. They need more language support to constantly improve their communication skills but also to pave the way for the next step in their professional career. They also need upskilling opportunities for their personal development and in order to become or remain financially independent.

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The Talents empirical research had an unexpected finding: many companies in the research project regions are open to giving the best possible support to immigrants and refugees – not only because they are looking for new hires but also because they see it as their social duty to help the newcomers to find a job. Especially the staff members are motivated to support the new colleagues, contribute to their development and be mentors to them. However, public funding is urgently needed to implement industrial and language trainings.

The book addresses employers interested in employing refugees but also practitioners from education and other facilitators of integration working immigrants. It provides them with a great number of best practices and ideas for effective pathways to create and manage learning processes for workplace language and professional learning for new international staff. The research study should inspire decision makers on the political and the system level to embed fast track labour market integration schemes in other existing programmes.

