



TALENTS INTELLECTUAL OUTPUT 1

European Modular Toolbox

Recommendations: How to implement fast-track integration programmes for immigrants and refugees



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Recommendations

The innovative potential of work-related fast-track trainings comprises, above all, the following areas:

1. It is possible to implement fast-track labour market integration for immigrants. The Talents project proved that it is possible to transfer and further develop a concept that offered a 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 the integration window of immigrants closes - which happens if immigrants stay inactive in a new country for several years. In Talents classes, up to 90 % of participants in the courses got a job by the end of the project.
2. Cultural dialogue is the key challenge. Talents uses a system of alternating, dual training of language, profession and - as one of the main success factors - cultural development including self-sufficiency. In the Talents project regions, there were no comparable concepts in place when the project was designed in early 2016. Meanwhile, fast-tracks are more common in Norway and similar - but not so fast - systems are currently established in Germany.
3. Teaching companies are the key actors of learning processes. Trainings are short but intensive and, in a first step, train competences needed by a specific company for open positions. They include language training related to practical language at a concrete work placement and some basic professional skills. Training curricula are developed in cooperation with companies. Depending on the participants, trainings can be offered at different levels and speeds.



4. Company mentors and teachers as coaches cooperate to reach the expected learning outcomes. Continuous training supports the upskilling of people while working. Talents companies were also willing to support the participation of their staff in vocational upskilling through plans of embedded learning based on a close cooperation among 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 points of transition. 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 new dimensions of skills development in the triangle of workplace, training class and the participant her-/himself. Thus, company needs could be at the focus of the Talents training. The idea is to find the right persons for a specific job, to build on its Talents and to develop its competences according to company needs.
7. As a triangle between company, immigrant and training institution the Talents App is a technological innovation. It offers the option to develop and monitor skills development with regard to a specific workplace in a specific company - unlike other competence balancing tools that refer to existing job descriptions. In 360 degree feedbacks, the performance of the participant can be evaluated at different stages of the training and like this the development of a person is visible.
8. Future perspective for immigrants are crucial for the long-term success of the integration process. Participants need assistance after the trainings end. They need coaches that support their professional performance. They need more language support to constantly improve communicative skills but also to pave the way to the next step in the professional career. They also need upskilling opportunities for their personal development and in order to become or stay financially independent.

