New implementation models for the integration training for immigrants

The National Board of Education and Ministry of Employment and the Economy have specified possible new implementation models for the integration training of adult immigrants. These training models concern the integration training provided to adult immigrants both as labour market training and self-motivated education, in accordance with the National core curriculum for integration training for adult migrants (National Board of Education 1/011/2012). The implementation models are alternatives to the implementation model specified in Appendix 3 of the National core curriculum mentioned above. There are currently several different alternatives in use:

Alternatives currently in use
Purpose of the new implementation models:
- to speed up access to training as well as entry to working life and further studies
- to support supplementation of prior learning
- to diversify and enhance implementation methods
- to enhance the effectiveness of training

The basis of new implementation models was to accelerate the path leading to working life and further studies by combining modules according to target group into for example vocational studies, entrepreneurship, volunteer work, online/distance learning or other self-motivated study between contact instruction periods. Another aim is to diversify the training implementation methods. The maximum duration of training remains the same, while still taking the individual needs of the integrating migrants into consideration. The linguistic objective specified in the Act on the Promotion of Immigrant Integration remains the same, because the Act has not been amended.

An intensive orientation module has been added for those who have been granted an residence permit, but do not yet have a municipal placement, as well as for those who are waiting for access to training services after being transferred to a municipality. The training modules may contain a diverse range of other activities, such as on-the-job learning, familiarisation periods, trials, etc. There may also be other activities between training modules, such as work trials, subsidised employment and third-sector services.

The part-time model was added because there is a desire to enhance the implementation of training. Based on positive practical experiences there is a desire to recommend, as an alternative to the daily seven-hour contact instruction in language and social studies models in which part of the studies are done in a workplace or as distance/independent learning at home and/or online and the training content is more diverse. In particular, there is a desire to combine vocationally-oriented content with training at as early a stage as possible.

The framework for creating new implementation models is described in the figure below. The basic content of the orientation module and module 1 would be common to nearly all integration training participants. Conversely, the content of modules 2–4 can be varied according to the target groups and the individual needs of integrating migrants by including a range of, for example, vocationally-oriented studies, working life periods, entrepreneurship studies, online studies, volunteer work, self-motivated studies, etc.
The aim is that, within modules (particularly module 1), integrating migrants can be further divided into the following study paths based on a baseline assessment: basic pathway, slow-track pathway and fast-track pathway (cf. National core curriculum for integration training for adult migrants 2012, section 2.4). This is illustrated in the following figure. The figure also shows a diverse range of alternatives as to what vocationally-oriented language instruction might for example be included in modules 2-4.

Varying the implementation of integration training in several parallel alternatives poses a challenge to all parties involved in the implementation. Different parties must develop and resource the guidance for training and the assessment of study progress as support elements for the individualisation/customisation of training and the alternation of other services and studies.
A short-term orientation module is aimed at for example reception centre residents, who have received a residence permit but no municipal placement. The orientation module is also useful for those forced to wait for access to other training services (integration training or self-motivated study) after being transferred to a municipality.

The orientation module can include for example the following content:
During the orientation module, a more detailed assessment of the integrating migrants' competence and vocational skills can be made and short-term basic language instruction can be provided. Also during the module participants can acquaint themselves with the regional/local working life and educational offerings in familiarisation periods. Wherever possible, the social studies element of the orientation module is provided in the mother tongue of the participants. Furthermore, the implementation can make flexible use of local offerings, such as library and other cultural services. When organising and planning the orientation module the knowledge and competences, based on assessment as well as education and other activity, gathered during the reception centre phase should be taken into account.

Due to the refugee situation and other immigration, the challenge the integration training is facing is the sufficiency of its volume for an ever increasing number of integrating migrants. Indeed, training service providers should give thought to how they can work in co-operation (between both, the forms of education and training and the levels of education) and further enhance their operations so that a larger number of participants can be accepted. The next figure shows how training providers can effectively provide training to different target groups at a time suitable for them, in order to ensure the effective use of the training provider's facilities and personnel. The types of funding for training services in this example are labour market training and self-motivated education as well as education and training funded by municipalities, employers, etc.
# Weekly Programme for Training Service Providers

<table>
<thead>
<tr>
<th>Shift</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
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</thead>
<tbody>
<tr>
<td><strong>Morning Contact Instruction between 8am-11pm</strong></td>
<td>Contact instruction: mixed group (labour policy ed., self-mot., municipal and other students)</td>
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<td>Informal learning (language cafe, language practice, etc.)</td>
<td>Internet-assisted independent study</td>
<td>Part-time work.</td>
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**Guidance**

- **Work**
- **Internet-assisted independent study**
- **Part-time work**
- **Volunteer work** (assisted tasks, e.g., in nursing homes, youth centres, etc.)

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Different types of funding used: labour market training, self-motivated, municipal funding, employer, etc.