



Presidency project 2023

Voices of young immigrants – inclusion
in jobs, education and society

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NVL involvement

- NVL an active partner in the project
- NVL – national coordinators regularly informed and consulted
 - Providing feedback on process development
 - On the results from Icelandic reference group
- Connections to other Nordic stakeholders
- Connecting to national stakeholders
 - Recruitment for the main event
- Interviews and writing of articles – published on www.nvl.org
- On-going developments based on process and findings
- Dissemination into networks and national stakeholders / venues



Education and Training Service Centre (ETSC)

Vision: To be a leading actor in analyzing, validating and increasing competence in working life

Owned by the social partners

- The Icelandic Federation of Labor
- Confederation of Icelandic Employers
- Federation of State and Municipal Employees
- Association of Local Authorities in Iceland
- Ministry of Finance

Financing - Ministry of Social Affairs and Labor and Ministry of Education and Children

Role

To provide people with little formal education opportunities to take on training and education to better secure their position on the labour market. (33% in 2003 - 21% in 2019)

We serve as a coordinating body in cooperation with **14 regional lifelong learning centers** who offer direct services to the target group.



Main products of the project

Reference group

- "Half-open" – recruitment
- Focus group discussions identifying challenges

Focus groups with young immigrants (5 regions)

- 18-35 years of age
- Language: Icelandic/English
- Jobs, education and society

*Company survey

- Sent out to 3000 companies
- Responserate was 130 / 80 with immigrant workers

Project conference

- 86 participants / 26 other Nordic countries
- Solutions produced, networking
- [Conference website with material](#)

Feedback from representatives from the focus groups (N=10)

- Findings reviewed and feedback documented
- Solutions adjusted and prioritized accordingly

Working model / transferable model

- Project process based DBR
- Transferable model

Policy brief

- Listing key challenges identified
- Suggested solutions
- Recommendations

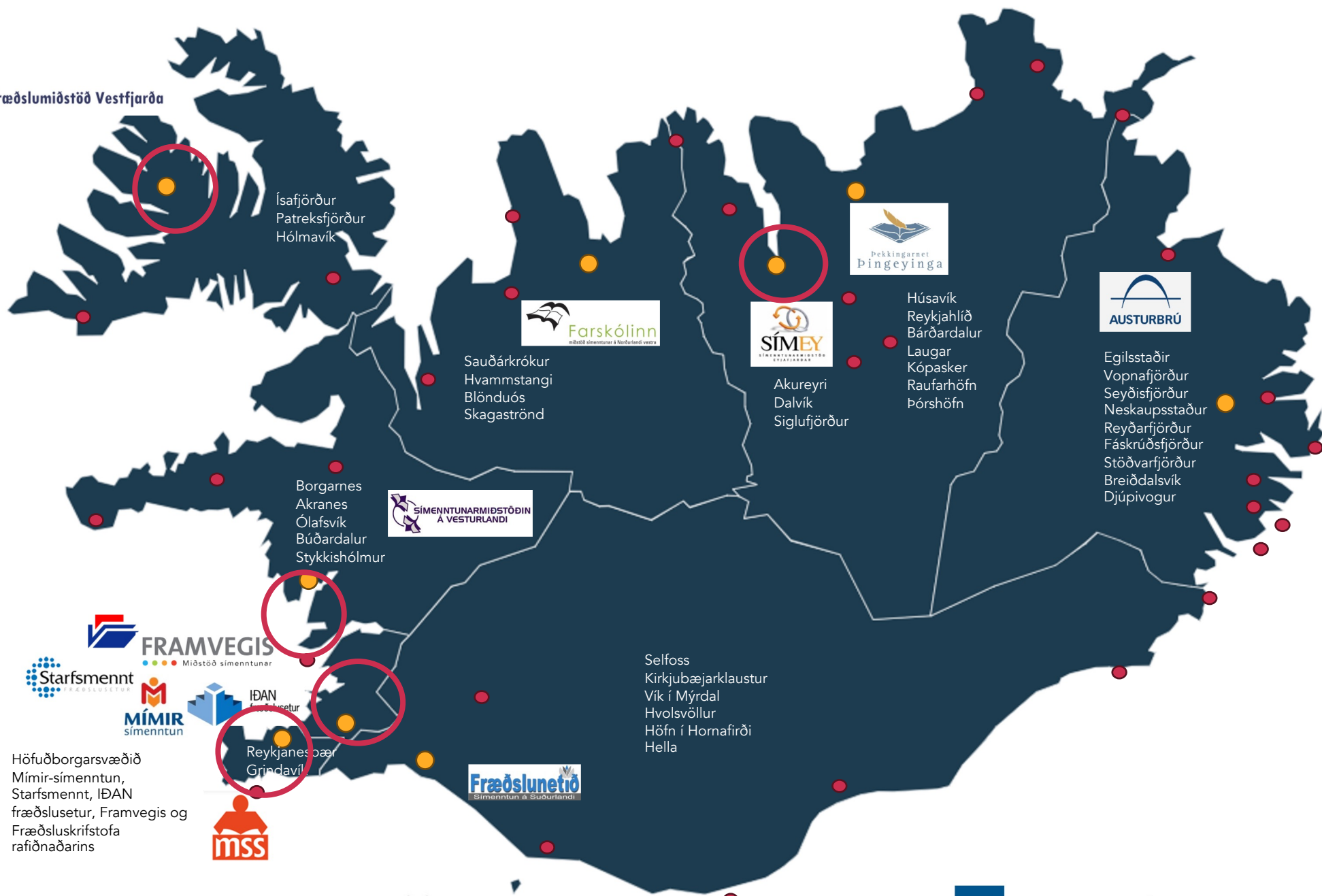
Report

- About the project



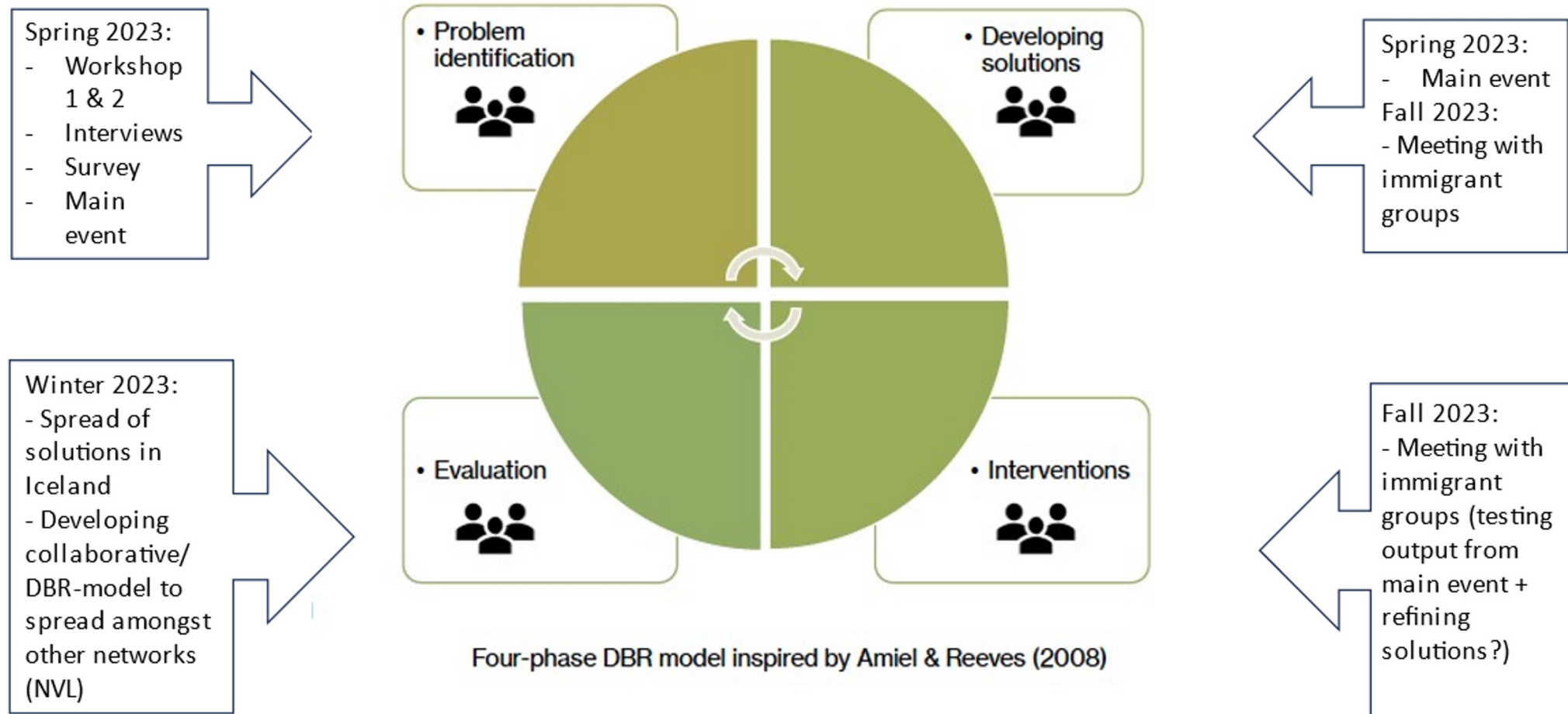


Fræðslumiðstöð Vestfjarða



FRÆÐSLUMÍÐSTÖÐ
ATVINNULÍFSINS
MENNTUN Á VINNUMARKAÐI

- Also, a product is the main process used – Design based thinking/research – A transferable model



Focus groups with immigrants

Results -> Challenges

• Education

- Information on pathways
- Need for flexible education
- Mismatch in education and employment
- Language barriers
- Prejudice and discrimination

• Work

- Validation of prior learning
- Informal networks challenges
- On the job training
- Support needed

• Society

- Limited support system
- Transportation challenges

Recommendations

- Formalize access to information and pathways to work & education
- Utilize support to those who are „immigrant informants“
- Support public spaces where people can network



Reference group – Results -> Challenges

Policy

- Leadership (commitment)
- Unclear strategy
- Unbalanced priorities
- Belonging (as a focus)

The immigrant

- Heterogeneous group
- Motivation to learn
- Identity struggles

Initiatives

- Communication
- Coordination
- One-fits-all models

Blind spots

- Self-centered mindset
- Language focus
- Been there – done that
- Immigrants: either a problem or a project

Stakeholders presented in the reference group

- Ministry of Social Affairs and Labour
- Ministry of Education and Children
- Ministry of Education, Science and Innovation
- Labour market partners
- Icelandic association of Local Authorities
- Multicultural information center
- National association for adult learning (LEIKN)
- Association for regional educational providers (SÍMENNT)
- Directorate of labour (VMST)
- University of Iceland – ENIC/NARIC, researchers
- University of Akureyri - researchers
- Associations for specific immigrant groups
- The Council for welfare
- Municipality based educational institutions and public institutions
- Private language schools
- Regional lifelong learning centers
- Upper secondary schools



Conference with stakeholders

Results -> Solutions

- Communication/networking platforms
- Access to information
- Mentors
- Immigrants' involvement in society in general
- Immigrants' involvement in policy making
- Improving language education
- Work-based learning opportunities
- Recognising formal, non-formal & informal learning
- Immigrant involvement in policy making
- Blindspot education for stakeholders



Feedback from representatives from the focus groups (N=10)

The target group identified which solutions were most valuable, provided more ideas and added blindspots

- They recognized the value in the suggested solutions from conference

Blindspots:

Immigrants should be seen as integral to the solution process

- Not just for identifying the challenges but actively involved

Programs should not be viewed as a quick fixes

- Both immediate practical need of newcomers and their long-term needs

Avoid seeking a "one size fits all" solution – it's a diverse group

- Programs need to remain flexible, offer a variety of options to meet needs





1. Establishing communication platforms and networking opportunities

- Implement host families and buddy systems for newcomers.
- Employ activity coordinators to visit immigrants' homes.
- Organize pop-up events for informal chats and information sharing.
- Set up local centers to create networks and provide assistance.





2. Enhancing Access to Information

- Introduce mentor systems and formalize the roles of immigrant information guides.
- Emphasize correct and relevant information dissemination on basic procedures.
- Create a unified circle of officials to share consistent information across services.
- Consolidate public offices in one location for streamlined services.





3. Improving language education

- Offer flexible learning methods, including courses to watch, and schedules that accommodate work hours.
- Provide obligatory, free Icelandic language learning through lingua café and integration programs.
- Facilitate buddy systems between newcomers and native Icelanders focused on language learning.
- Opportunities for strengthening English language skills



4. Work-based Learning Opportunities

- Integrate job training and language training at the workplace.
- Offer mentor assistance on-site.





5. Recognition of formal, non-formal and informal learning

- Streamline the recognition of qualifications with a more accessible procedure.
- Simplify the validation of prior learning process.
- Emphasize recognition of diverse skills by making them visible.



6. Immigrant Involvement in Policy Making

- Establish advisory boards with immigrant representatives.
- Formally engage immigrants in policy-making processes at both local and governmental levels.
- Utilize available resources like lifelong learning advisors and ambassadors to initiate conversations.
- Actively involve immigrants in service planning, especially when developing new solutions in local government.
- Include perspectives from educators, advisors, and coordinators who interact daily with immigrants.

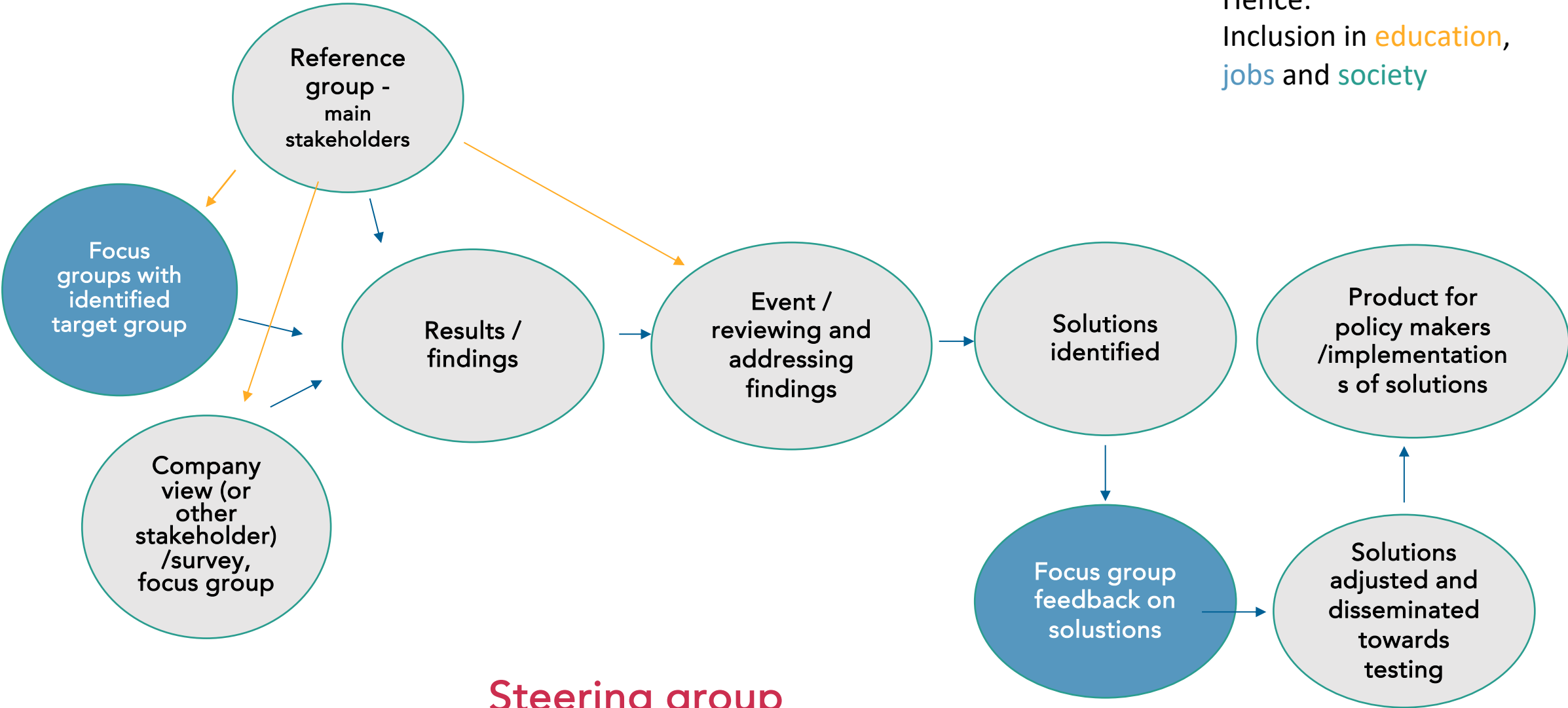


Draft model

- focus on several dimensions

Hence:
Inclusion in education,
jobs and society

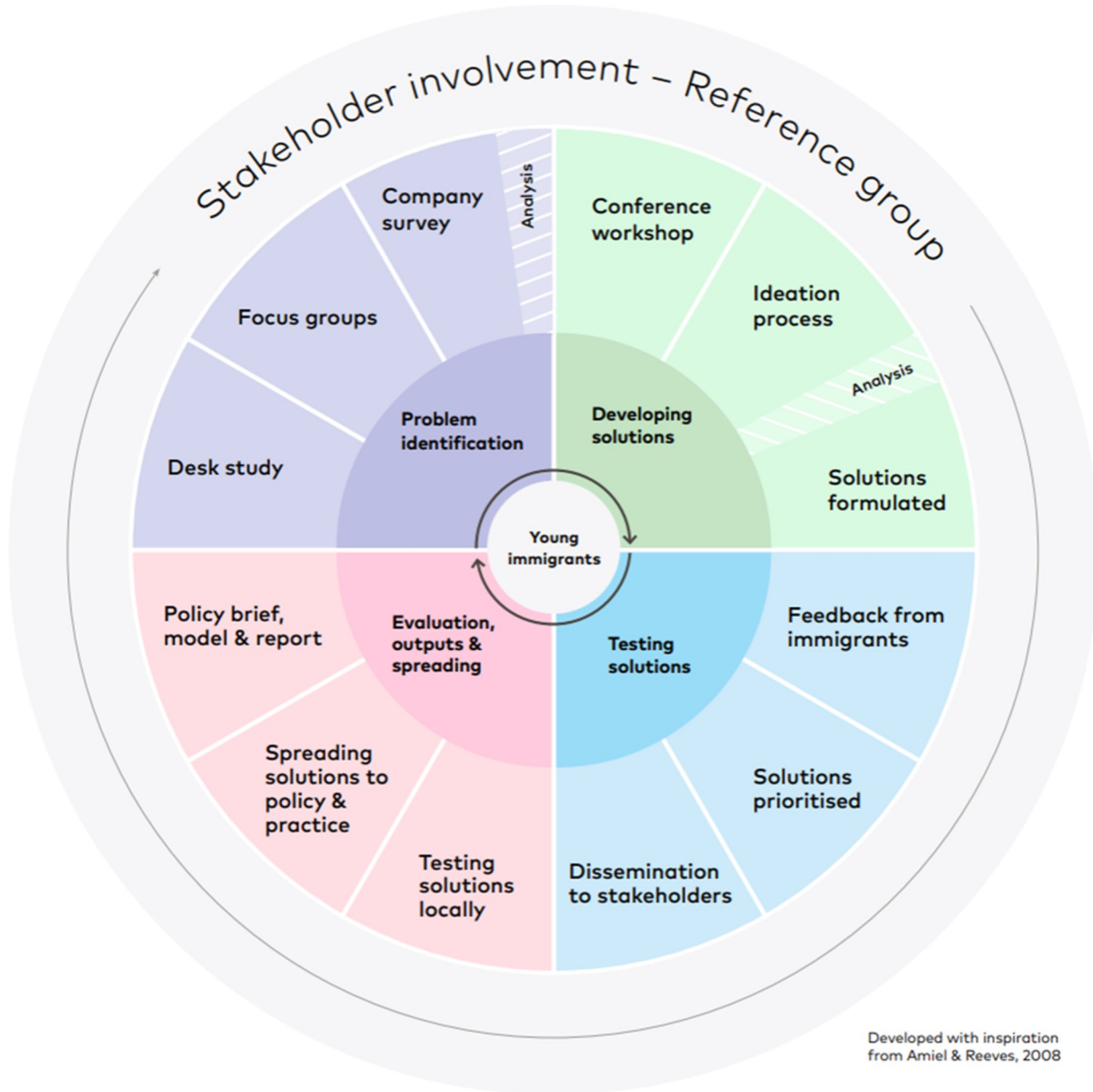
Focus group



Steering group

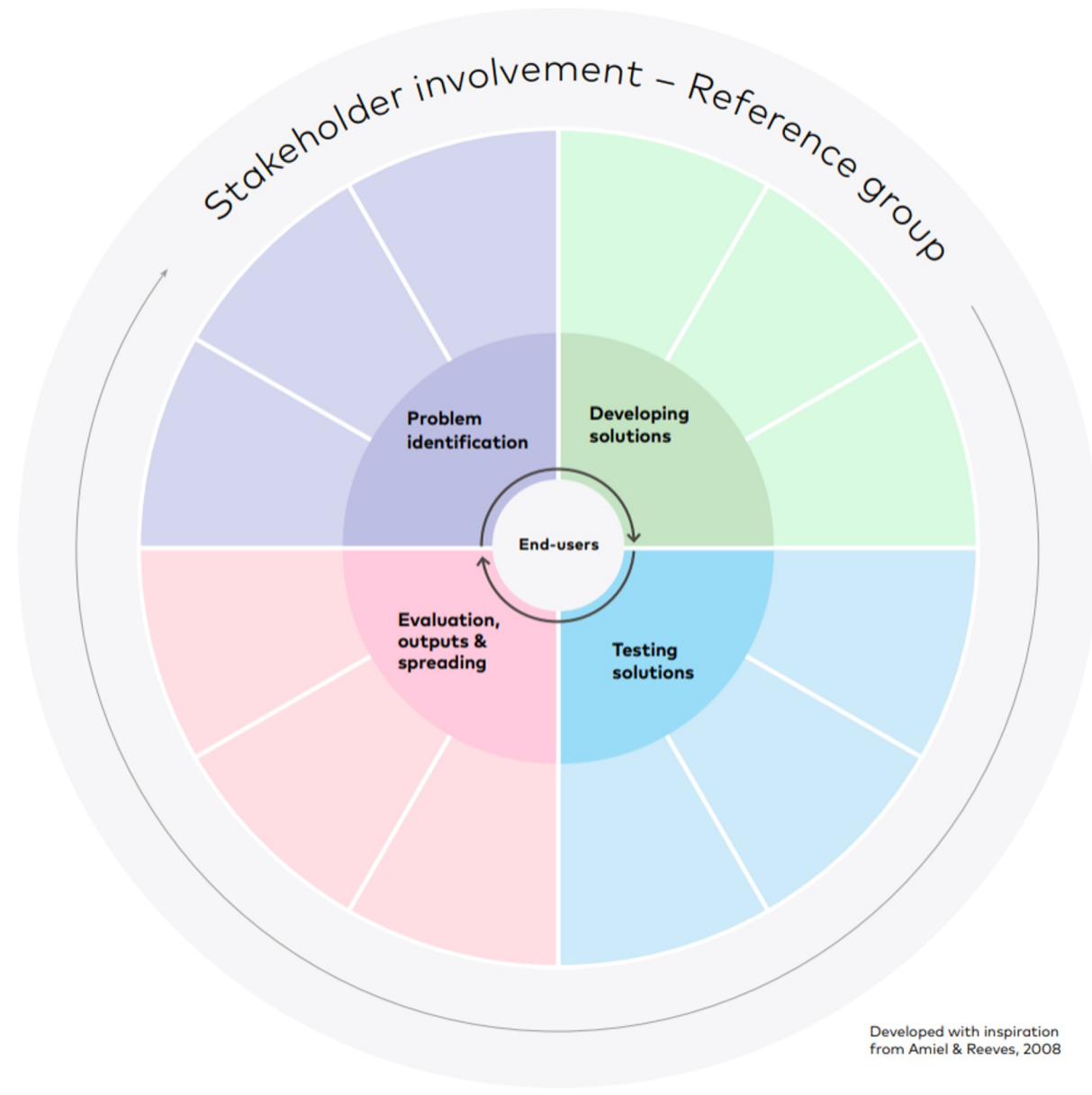


Project model based on DBR



Developed with inspiration from Amiel & Reeves, 2008

Transferable model for other target groups



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