



Analyses of the Leonardo da Vinci pilot project, AITO

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1. The purpose of the analyses

The main purpose of the analyses is to enable the project and each partner to have a deeper and broader understanding on how to improve the access to language and society for immigrants in the partners' local communities. The analyses must be built on the understanding of the condition for immigrants and refugees in the partner countries and the local environment. The immigrants' access to language and society is different in the partners' countries and in the local community. This is due to the different groups of immigrants and ethnic minorities in the local community and because of the different national laws and regulations and local funding. This leads to the partners different angle to the target groups. The analyses are therefore closely linked to the difference between the partners and their analyses of the local situation. Out of the partners' analyses, the project will be able to find common experiences for improving the immigrants language skills and other skills for social and economic integration in the local societies.

2. Different approaches

Even if it's difficult to make common conclusions on the different approaches to the analyses, the partners will achieve a broader understanding of the different situation for immigrants' access to language and society. The project will give possibilities to adapt the experiences from each partner in training methods, mapping tools, evaluation tools etc. Working together with partners from different countries will give opportunities to develop a common understanding of the target group on a European level, outside of the local situation and in some aspects there are also opportunities to develop analyse of the local situation and to make some common conclusions.

2.1 Development of tools

To see the project in a wider perspective is of importance for the development of tools from each partner. If the partner has not analysed the situation for the immigrants in the local environment, it will be impossible to develop the right measures to improve the immigrants' access to necessary language skills and to adapt into the local society.

The main access to language and society for adult immigrants in the new country is employment or other income generating activities. The analyses are the key to detect the innovative aspects of piloting for the development of the tools.

2.2. Basic skills

To achieve stable life situation in the host country, it will be necessary to give the immigrant basic skills in the national language and knowledge of social and cultural conditions. A learning situation outside of classrooms, in real life environment will for most immigrants give better opportunities for access to a language and society. Long term integration in the host country will benefit from a combination of vocational and language training. It will also be important to convert skills from the immigrants' educational and professional background. Most adult immigrants will benefit from a combination of language and vocational training at workplaces or in a work environment.

2.3. Reflection of the national policy

The partners analysis is a reflection of the policy of the national authorities and how the regulations on immigration and the integration politics is reflected in the programmes for immigrants access to language and society. The analyses shall provide an understanding of the immigrants access to language and society by looking at the opportunities for language training, vocational training and other training programmes of adult immigrants and refugees and on how local public authorities are adapting the language training from national level to the local language training institutes. A long term task is to develop a combinations of language training and vocational training to provide necessary skills for the immigrants to get future employment at the local work market.

The partners have to analyze the immigrants' situation from the national immigration laws (regulations for legal immigration), plans to combat racial discrimination, programmes for integration of immigrants and political programmes to avoid development of poverty among immigrants and ethnic minorities. The analyses must look into the responsibilities for cross functions (labour, education, social services, health, immigration etc) and the coordination between departments and offices for integration and the problems connected to delegation of responsibility

2.4. Reflection of the local action plans

The partners must analyse the local action plans for integration of immigrants and local measures and activities and the coordination between responsible departments. It is necessary for the project to identify responsibilities of the national and local authorities. There are in the local community employment authorities, education authorities, immigration authorities, social authorities and other responsible authorities. There are language training and adult education institutions, employment offices, vocational training institutions, immigrant and refugee offices and social offices.

The analyses shall provide an understanding of how the customer service companies provide training of immigrants for post and bank offices and how they develop skills for the immigrants to meet official offices and service institutions. It is also of importance to know if there is training of employees in customers services on how to deal with immigrants and if there are adapted services directed to immigrants with limited skills in the national languages.

2.5. Training facilities

In the vocational training institutions the project must analyse if vocational training teachers have necessary skills in pedagogic for adult immigrants and if they are able to develop adapted vocational training for immigrants at training institutions. The analyses must also look into how the institutions have developed vocational training material for immigrants.

The project must analyse the need for adapted in-job and language training at the workplaces (company directed language training) and the training of line leaders and union representatives in how to deal with immigrant employees. The project will have to analyze the company's ability and will to development of company directed projects in cooperation with adult education institutes and other institutions (labour offices, vocational training institutes, municipal measures etc).

2.6. Immigrants' own perspective

There has to be analysed the immigrants' situation by organising reference groups of immigrants/refugees, invite immigrant organisations to information meetings and to involve resource persons from local immigrant societies for several tasks in the project.

3. Development of programmes

The project will have to analyse the situation by public authorities, in the service sectors, the immigrants' experiences, the vocational trainers' ideas and attitudes to multicultural attendants and the employment of immigrants at workplaces. To develop programmes giving the immigrants access to language and society it is necessary to understand the degree of acceptance reflected by national authorities, the restrictions on immigration reflected in the programmes for integration and immigrants access to language and society and the national policy for language training, vocational training and other training programmes of adult immigrants and refugees. How is the local language training from national level adapted into the local language training institutes? How is combination between language training and vocational training with the aim of developing competence for immigrants and refugees to the local work market?

3.1 Needed skills

Necessary questions are if the service sector has skills giving services to immigrants and refugees with limited competency in the national language and what skills are needed to

give better services for immigrants and refugees in service sectors. Another question is if the training of immigrants and refugees is sufficient enough to give necessary skills to attain the needed services.

3.2 Numbers and figures

The project must know the number of refugees and immigrants locally and how the refugees and immigrants are organised in the local society. In addition it will be necessary to make interviews with a number of refugees and immigrants in different environments in the local society

3.2. Long term development

To develop programmes for long term integration the project must find in which way the language training is connected to vocational training and if the language training programmes using conceptually based training. Are the language training connected to in-job training at workplaces? Are there programmes for converting refugees' and immigrants' skills and competence to the need for skilled employees in the local community? Do the vocational training institutions have specialised training or education to teach refugees and immigrants vocational skills and do they have teaching material directed to vocational training of refugees and immigrants?

3.3. Demand for skills

It is also necessary to know the level of language and vocational skills demanded by local employers for employment. In some cases there have to be interpreters at the work places for those lacking language skills and translated training materials for occupational health and security reasons. There will in several cases have to be written material in the immigrants languages to secure understanding of job regulations, job instructions, machinery and tools handbooks etc. and the workplaces must be willing to and have facilities to employ immigrant apprentices.

4. Different partners, different demands

The access to language and society for immigrants is different in the partners countries, both because of the partners different angle to the target groups and the situation for immigrants in the local societies. The analyses are therefore linked to the differences between the partners and how to use common experiences and understanding of the situation for conducting programmes for improving the immigrants language skills and other skills for social and economic integration in the local societies. There are different nationalities, educational and vocational skills, levels of language skills and different reasons for immigration in the partners local communities.

- The majorities of the immigrants in Patras in Greece are refugees from Eastern Europe, Asia and Africa looking for opportunities to get further into Europe. Many of the immigrants are for that reason lacking motivation for

training in Greek language to be settled and integrated in the local society. The training is therefore provided for those who will legally settle in Patras.

- In Le Puy in France most of the immigrants come from North Africa and Turkey and are concentrated in two areas. They are settled or are planning to settle in the local community or in France and are highly motivated to learn the language, to socialise in the local community and to be able to get employment.
- In Rostock, Germany, the target group are predominantly Russian speaking immigrants in Rostock, mainly because they are the biggest group in number. Most of them are of ethnic German origin or Jewish looking for better opportunities in Germany. Many of them know little or no German and need to develop their language skills to be able to integrate in the local society with a high unemployment rate.
- In Kotka, Finland, the main task is to train the immigrants, mainly Russians and people from the Baltic states, in the Finnish language and how to be able to adapt to the local environment. Many of them are married to Finnish citizens or have come to Kotka through family reunion. In addition there is a small number of refugees from other parts of the world. The Finnish language is very different from other languages and are therefore difficult to learn.
- The partner in Oslo, Norway is mainly concerned about how to adapt the language and vocational training of settled immigrants with basic skills in Norwegian at workplaces and to make the workplaces available for immigrants. The project is directed to give opportunities for the immigrants to develop their language skills in connection with work training and employment.

5. Conclusion

To understand the immigrants' situation it is necessary to know: the number of refugees and immigrants locally, what is their background and how they in the local society. To develop a programme for immigrants access to language and society the project must know the immigrants' economic situation and social environment in the local community, their motivation for integration and social adaption and their abilities to learn and to be able to use the language in the host country. A pilot project must be able to analyse the inovative aspects, define the limitations and through these analyses enable the partners to find pathways to how to improve immigrants access to language and society.