



2024 ICSB World Congress

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“ Vocational integration as the key to successful immigration: what policy-makers, ... educational institutions and companies can do ”

TOP 
THE OTHER PATH



Susan
Seeber

Agenda

✓ Introduction

Increasing internationalization of the labor market, demographic change and immigration

✓ Migration

Different types of migration – data and facts

✓ Challenges

Challenges of integrating immigrants into work, vocational training, and into society

✓ What works

A view from different perspectives

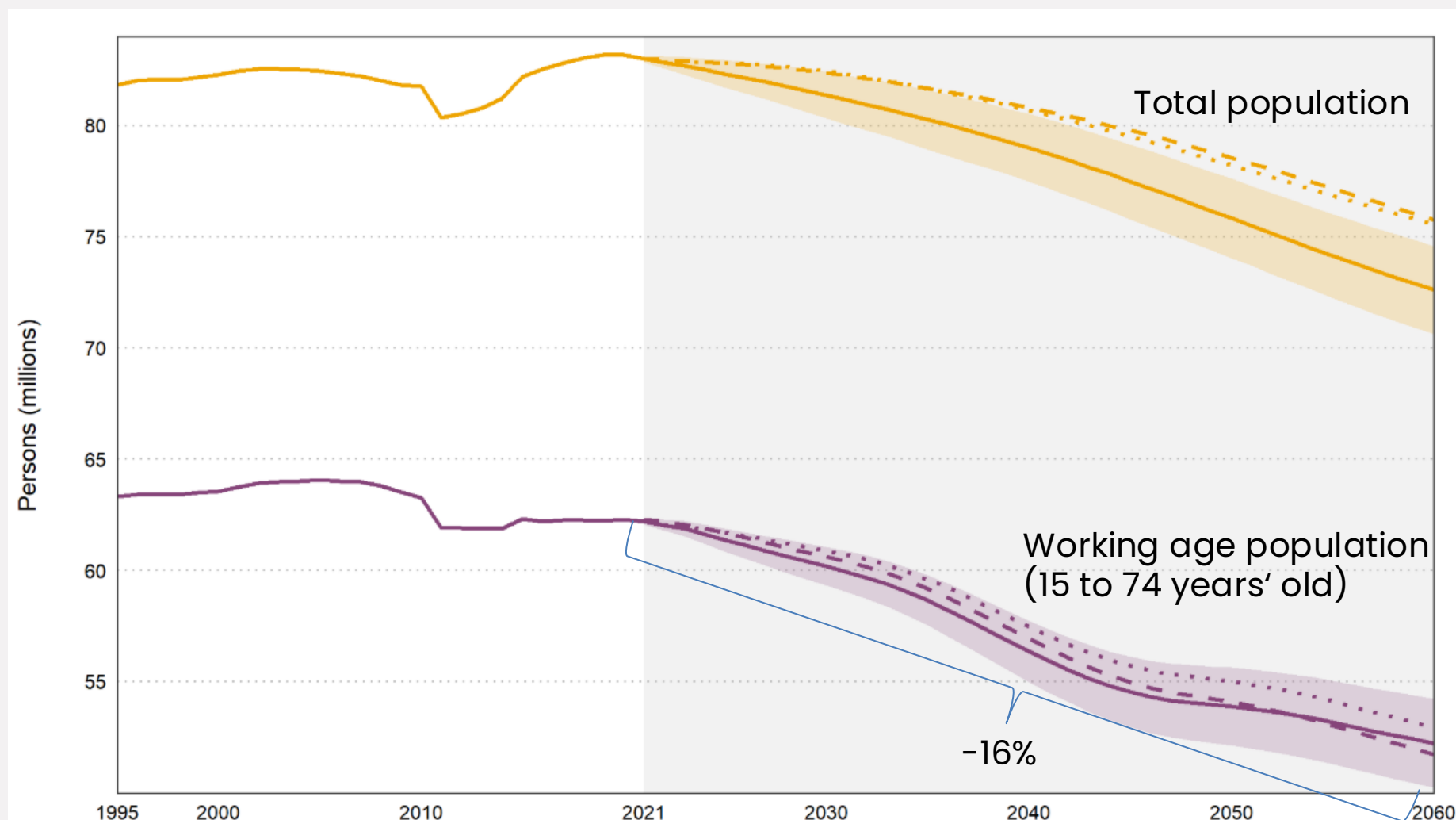


Migration and Workforce Potential

- Demographic change, technological development, and migration policy
 - Demographic change reveals, that the workforce potential is decreasing dramatically. Immigration is seen as one of the central keys to solve this challenge since immigrants contribute to bridge the gaps in working-age population, but only if a comprehensive integration into society is successful, and only if we develop an open attitude towards others.
 - Technological and global developments in economy and labor market like digitization, decarbonization lead to new qualification requirements, it is assumed that knowledge intensive work-places will increase.
- Need for better integration of all people in the working age, including immigrants, into labor market, into initial vocational education and training (VET) and continuous vocational education and training (CVET)

Migration and Workforce Potential

Past and forecasted total and working-age population



Note: Solid (this paper), dashed (UN), and dotted (FSO) lines indicate forecast and projection results. The orange lines indicate results for the total population. The purple lines indicate results for the working-age population. The orange- and purple-shaded areas indicate 66% confidence intervals. The grey-shaded area indicates the forecast horizon.

Sources: Author's computation and sources mentioned in the text. © IAB

- assumed net migration in the forecast: approx. 200.000 persons per anno
- Labor market experts assume: only in the case of long-term high net immigration (an annual net migration of 400,000 people) a shrinking labor force potential could be avoided



This only works, ...

..., if the integration into work, education (VET, CVET, higher education) as well as into the society as a whole is successful.

Reference: Hellwagner, T., Söhnlein, D. & Weber, E. (2023): Modeling Migration Dynamics in Stochastic Labor Supply Forecasting. (IAB-Discussion Paper 05/2023), Nürnberg, 48 S. DOI:10.48720/IAB.DP.2305, p. 24 (left)

Types of Migration

Migration of Refugees

Based on banishment,
violence and
repression

Legal status:
uncertainties with
regard to integration
into work, VET and CVET

Migration for work, vocational and higher education

EU and EEA
Comparatively open
mobility into the labor
market and into
education

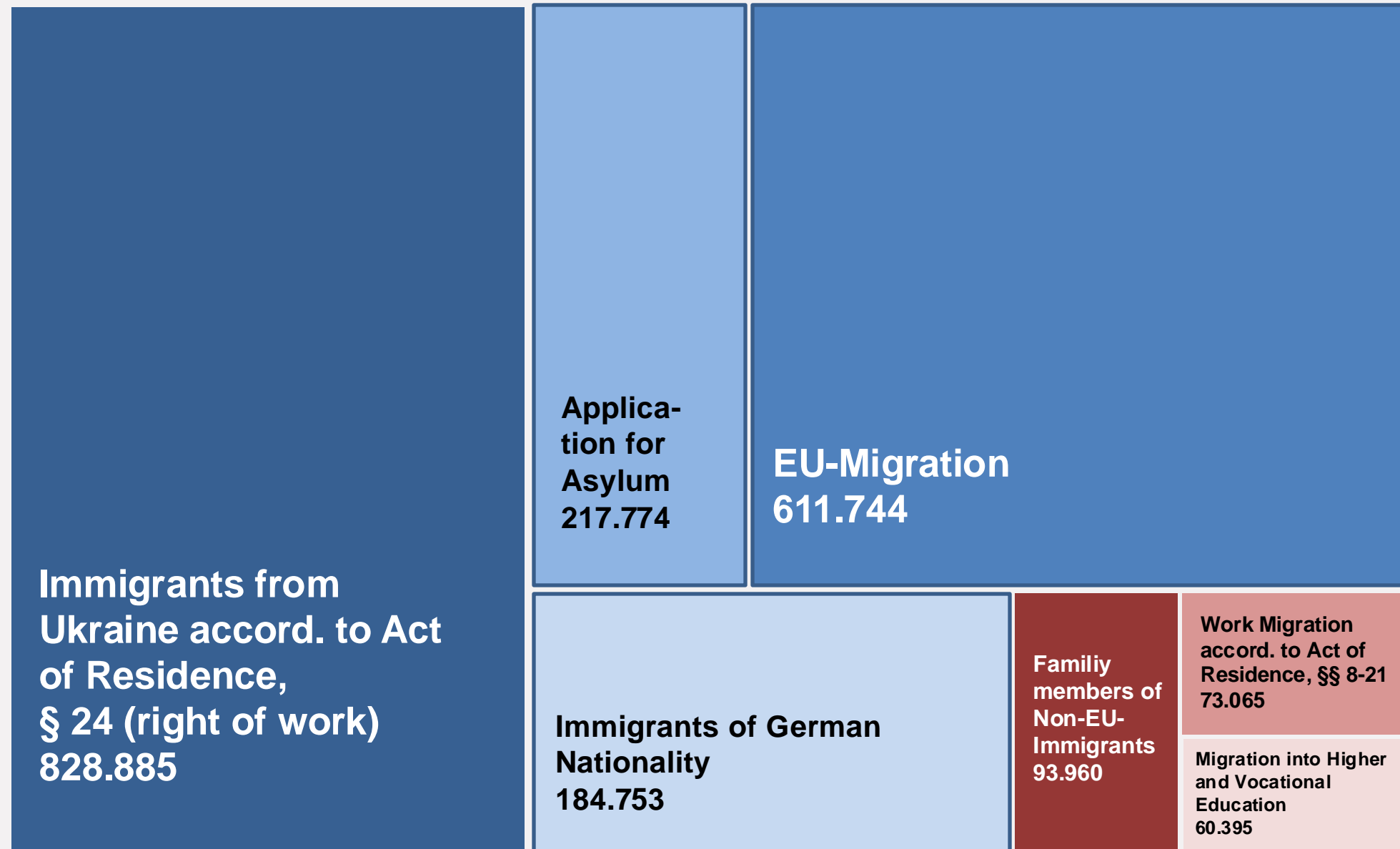
Voluntary, but
bureaucratically
regulated migration
from a third country

Migration: Data and Facts

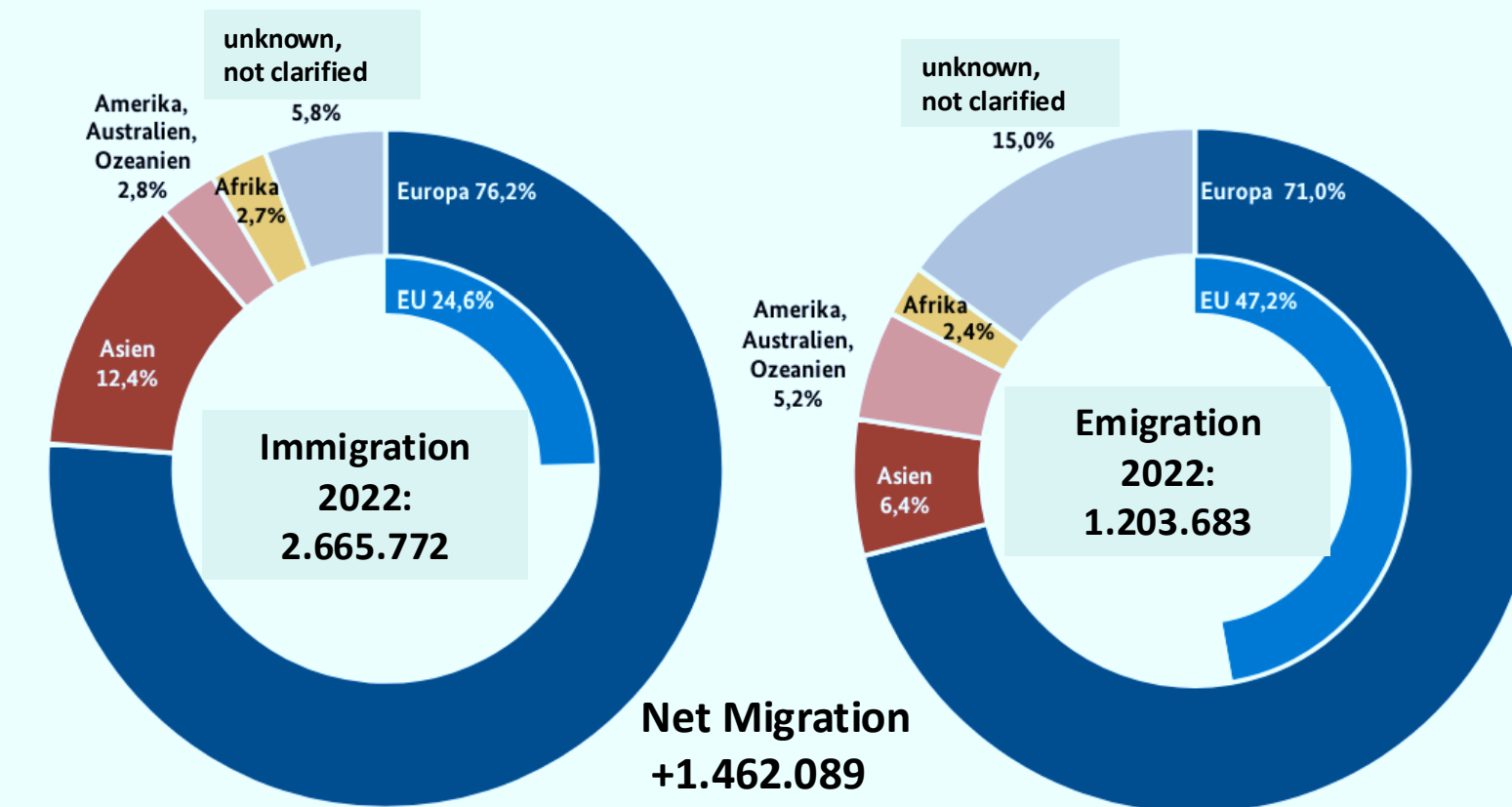


Migration: Data and Facts

The most important migration groups 2022

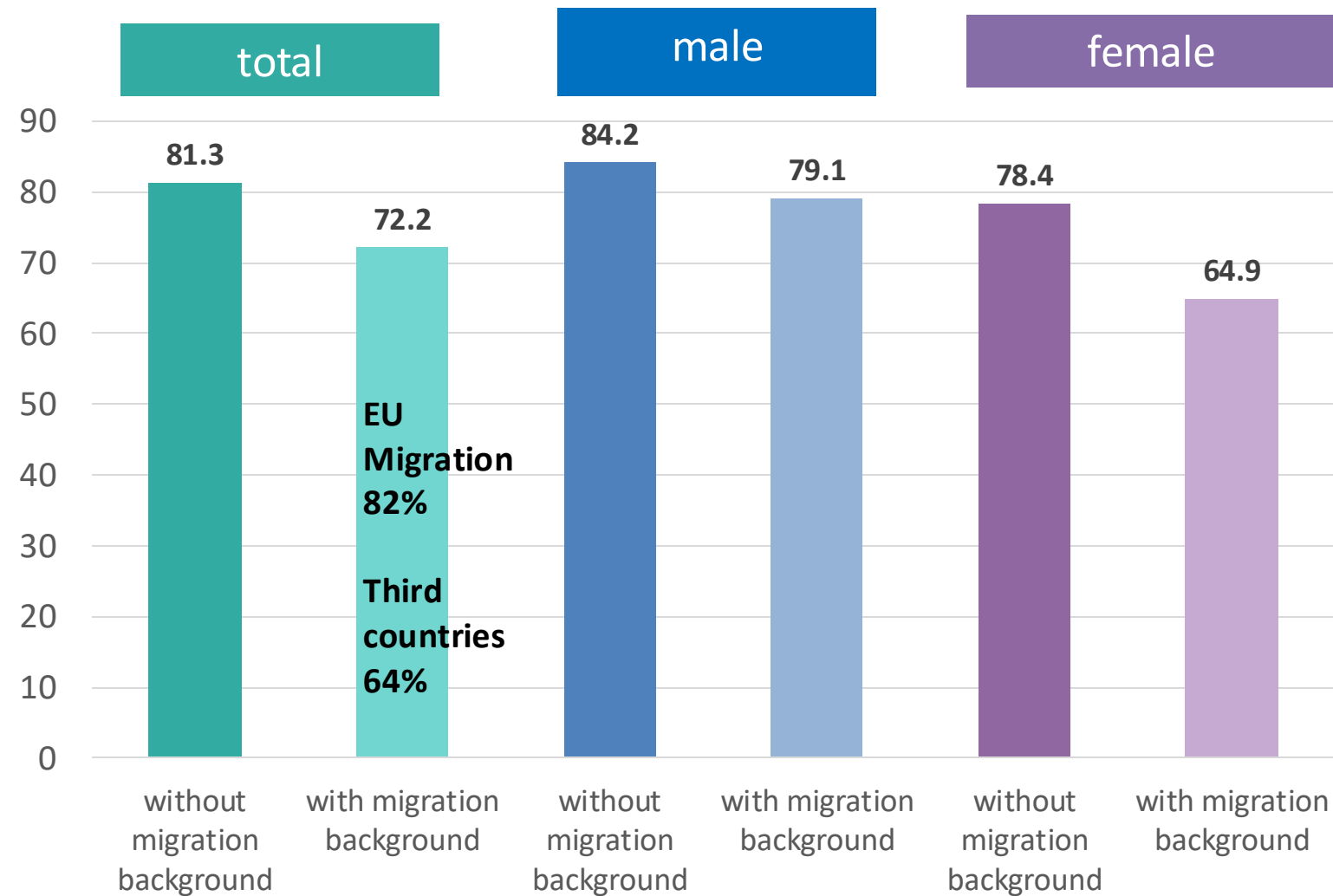


Migration by origin and destination 2022



Challenges in labor market integration : Data and evidence from research

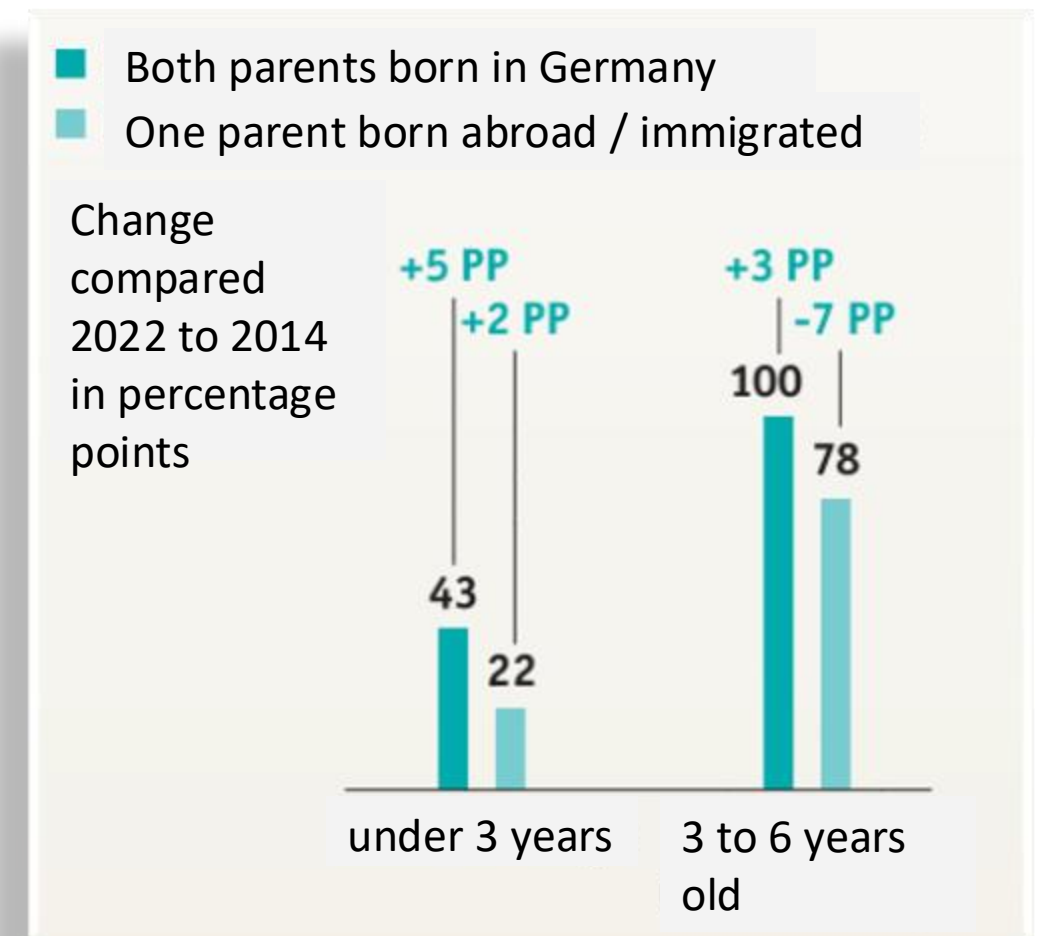
Employment rate of 15–64 year olds with and without migration background 2020



Immigrant women are less well integrated into the labor market than men.

Possible Explanations:

- traditional role conceptions
- partly less work experience in the country of origin than men
- immigrants with children of nursery and school age are less likely to be employed, especially women → emphasizes the importance of kindergarten places and full-day offers in schools

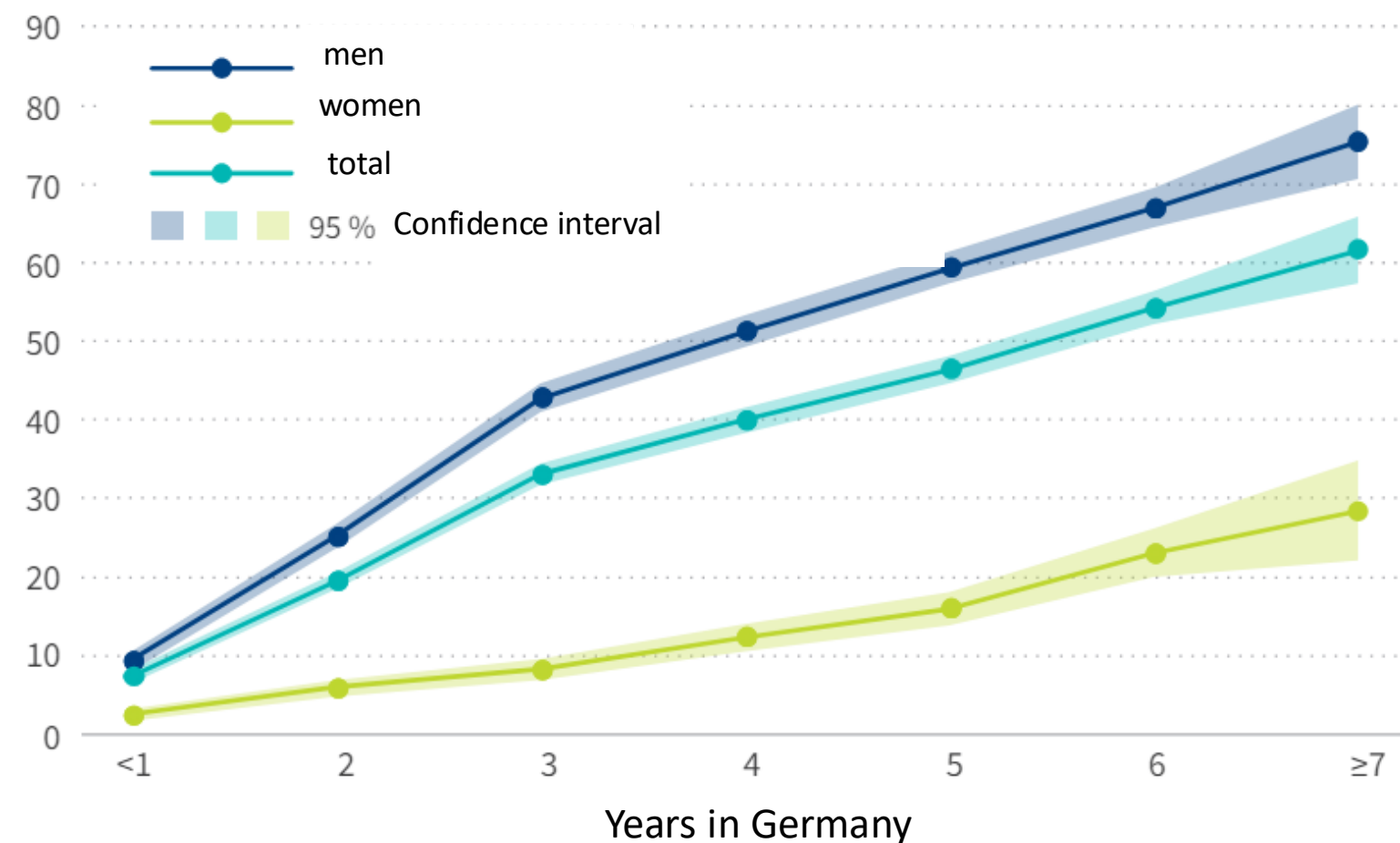


Reference: Statistisches Bundesamt (2021): Bevölkerung und Erwerbstätigkeit. Bevölkerung mit Migrationshintergrund- Ergebnisse des Mikrozensus 2020 (Erstergebnisse). Fachserie 1, Reihe 2.2. Wiesbaden, Tabelle 16 (S. 422, 447, 462). Bundeszentrale für politische Bildung, 2021, www.bpb.de

Reference: Autor:innengruppe Bildungsberichterstattung (2024). Bildung in Deutschland 2024. Bielefeld: wbv, S. 127

Challenges in labor market integration : Data and evidence from research

Employment rates of asylum seekers by gender and years of residence in Germany (adults in employment age 18-64)



In Germany, a lower integration rate of refugees into labor market can be observed in comparison to other EU-countries → reasons are manifold ...

The employment rate is defined as the ratio of people in employment to all people aged 15 to 64.

Quelle: IAB-BAMF-SOEP-Befragung von Geflüchteten 2016–2021, gewichtet. © IAB

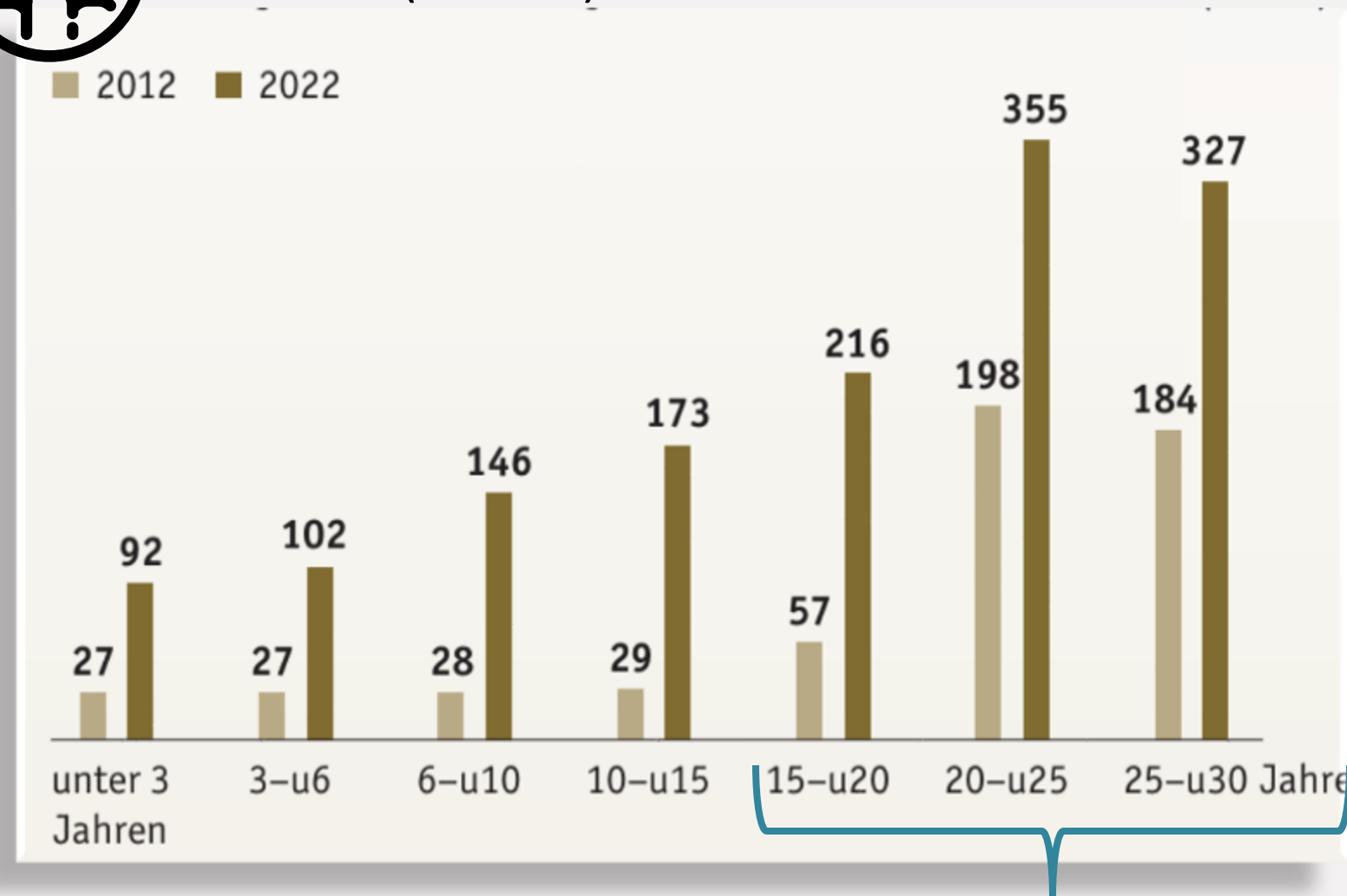
Reference:

Brücker, H., Ehab, M., Jaschke, P. & Kosyakova, Y. (2024). Verbesserte institutionelle Rahmenbedingungen fördern die Erwerbstätigkeit. IAB Kurzbericht 10/2024. <https://doku.iab.de/kurzber/2024/kb2024-10.pdf>, S. 2

Challenges in VET-integration: Data and evidence from research



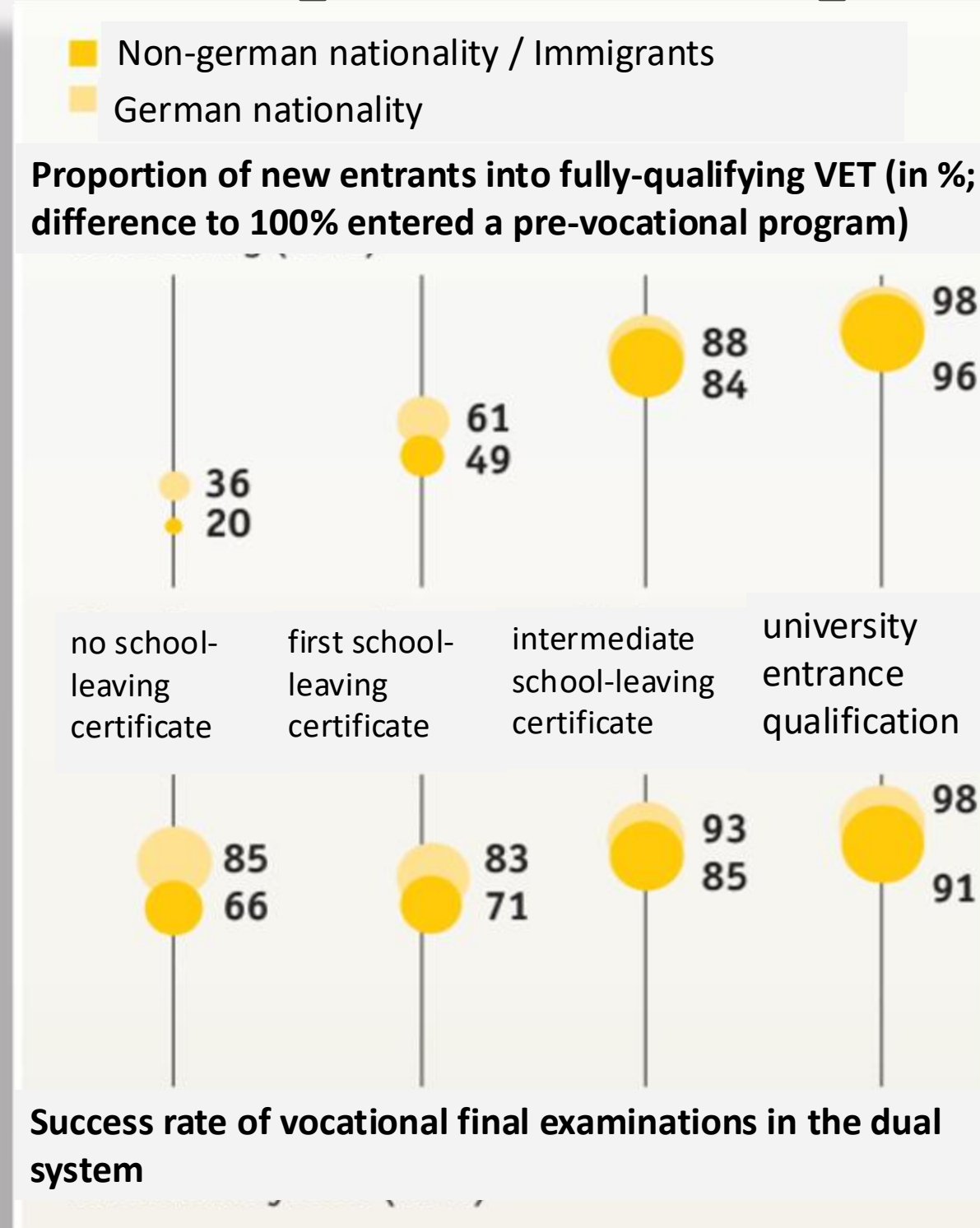
Immigration of under 30-year-olds by age 2012
und 2022 (in 1000)



Immigrants of training-relevant age

- In recent years → increased immigration of young people in a training-relevant age in asylum or work contexts
- Young people between 15 und 25 years → mostly integrated into vocational schools, in a prevocational program with intensive language training, vocational orientation and learning opportunities for cultural integration
- Young people who immigrated to Germany in 2014 to 2016 and who were initially integrated into prevocational training have been entering a fully qualifying VET program at a slightly higher rate since 2020, 4 to 6 years after arrival.

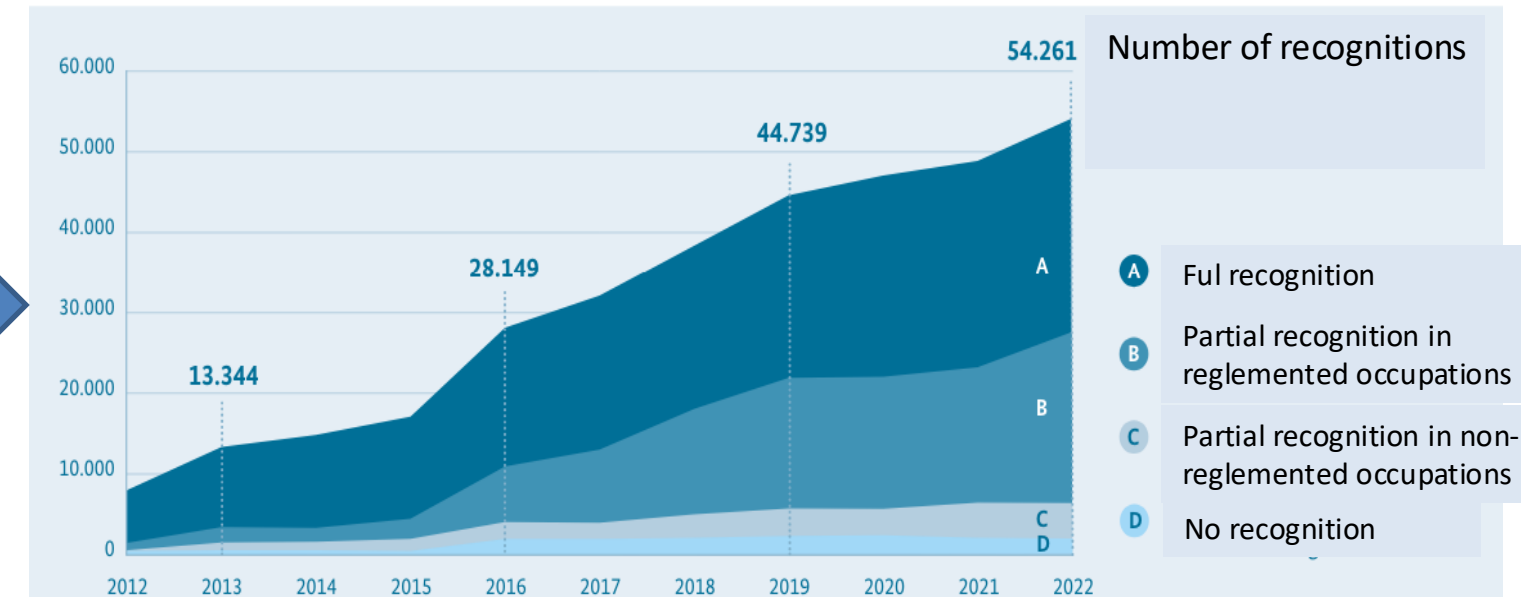
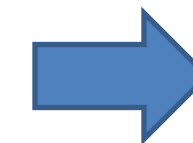
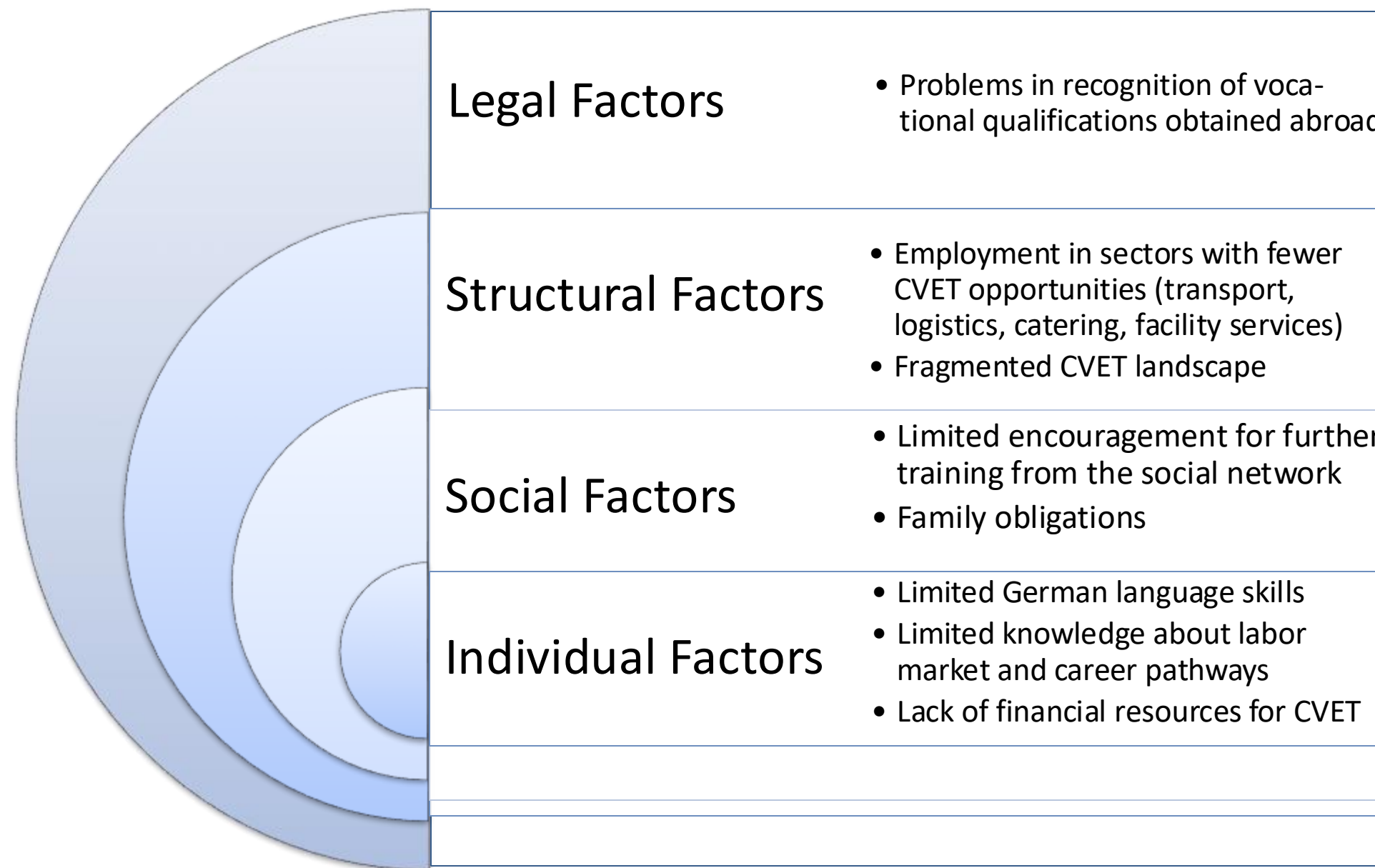
Challenges in VET-integration: Data and evidence from research



- Access to VET in Germany depends strongly on school-leaving qualifications
- In general, young people of foreign nationality are (still) significantly less likely to obtain a training place and complete a VET than young people without a migration background → The disadvantages are more severe among those with no school-leaving or only with a first/basic school-leaving qualification.
- The higher the school-leaving qualification, the more equal the opportunities.
- The success rate of vocational final examination in the “dual system” depends on the school leaving certificate at the beginning of the training
- Young adults with foreign nationality have in all groups lower success rates → *A possible explanation:* language challenges during the final exams

Challenges in CVET integration : Data and evidence from research

Obstacles in participation in CVET to obtain additional qualifications

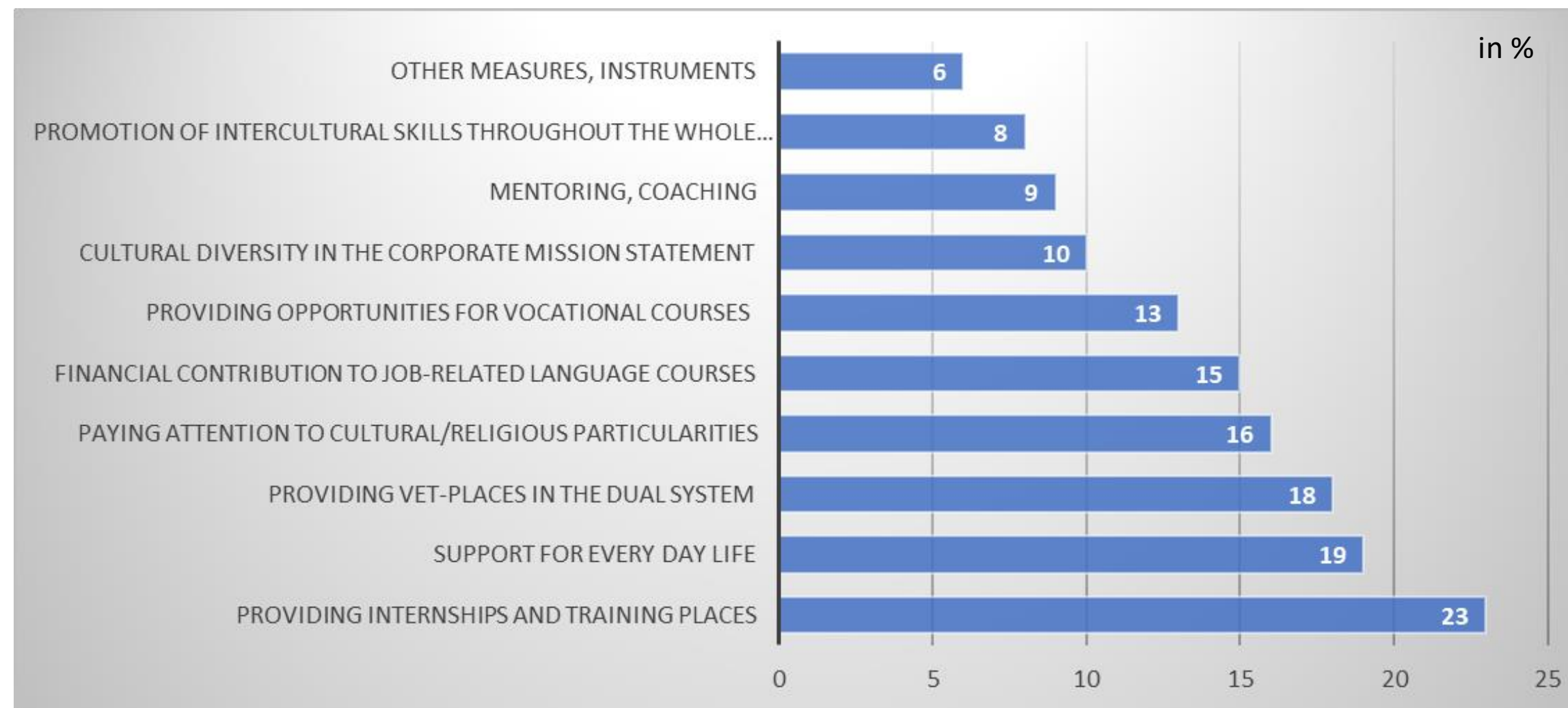


- Difficulties in the recognition of formal vocational qualification gained abroad → from 54.260 applications in 2022 have nearly the half received a ful recognition, 48% a partial recognition (above all in professions with higher education degrees, at a medium qualification level in the area of health care; only a small number of ful or partial recognition were granted in occupations typical for the dual VET system)
- Immigrants are employed in sectors and (small) companies with less further training activities
- Immigrants who have completed an integration course are more likely to be employed in comparison to persons without integration course → but the drop-out rates relatively high
- Lack of knowledge about the labor market, occupational structure, career path ways

Challenges in VET and labor market integration : Data and evidence from research

What do companies do to support the integration of immigrants into labor market, VET and CVET

Data from a survey in companies with 50 and more employees



What measures are in being implemented in your company (or are planned in the near future) that are aimed at the integration of immigrant skilled workers?

Institute for Employment Research, Nürnberg

What works? – A **general and societal perspective** on key factors:

✓ **Developing a common understanding of integration**

Integration means equal chances for immigrants to participate in all areas of society; bringing diversity into public life, establishing a culture of experience and celebration that emphasizes commonalities and a sense of belonging to the community

✓ **Integration is a long-term process**

Integration is a long-term process that is shaped by the social framework conditions and the opportunities for participation in the host country. Completing educational qualifications that facilitate access to the labor market and finding a vocation as well as gaining and keeping employment are relevant facilitators of long-term integration.

✓ **Improved structural support is necessary**

Structural support is highly necessary since migration processes are often accompanied by a loss of immigrants' individual resources like social, economic and cultural capital that would otherwise allow them to manage adjustments on their own.

✓ **A combination of “standard packages” and tailor made programs for labor market, VET and CVET integration is necessary**

Research on vocational and labor market integration of immigrants recommend **a standard package with four key elements**:

- (1) Skill assessment and reliable recognition procedures
(*problem*: far too long, deficit oriented)
 - (2) Introduction programs including general cultural orientation, vocational orientation and training, and VET and CVET
 - (3) intensive language courses
 - (4) access to general job intermediation services. (Sultana, 2022)
- Career guidance should be embedded in all these elements.

References:

Aumüller, J. & Gesemann (2014). Abschlussbericht Forschungs-Praxis-Projekt: Integrationspotenziale ländlicher Regionen im Strukturwandel. Schaderstiftung.

Gesemann, F. & Roth, R. (2018). Handbuch Lokale Integrationspolitik. Springer VS.

Sultana, R. G. (2022). The labour market integration of migrants and refugees: Career guidance and the newly arrived. *International Journal for Educational and Vocational Guidance*, 22(2), 491-510.

Petersen, I. L. V. L., Mariager-Anderson, K., Patillon, T. V., & Bernaud, J. L. (2022). Existential career guidance for groups of young refugees and migrants: A Danish initiative. *International Journal for Educational and Vocational Guidance*, 22(2), 511-529.

What works – What can **vocational schools** can do to support the integration and the training success of young immigrants in VET programs? **Key factors:**

01

Individual mentoring for young immigrants at vocational schools

Supporting the transition process into VET and support during VET by mentors (to shrink the risk of early training-drop-out).

04

Implementation of flexible training structures and part-time VET:

A more flexible organization of the school- und company-based parts of an dual apprenticeship, e.g., more time for language training during apprenticeship (Baethge & Seeber, 2016).
Extended opportunities for part-time apprenticeships (e.g., for young parents, young people older than 25 years).

02

Integrated vocational and language learning, language-sensitive teaching in the vocational subjects, adaptive learning arrangements not only with regard to placement in the labor market, but also to individual skills, needs and resources

05

Professionalization of VET teachers

Professionalization in subject-/occupation-related language training, developing intercultural competence ... (Reinke & Goller, 2022)

03

Early contacts of young immigrants in pre-vocational programs with companies

Implementation of dual vocational preparation (Baethge & Seeber, 2016)
Supervision of internships for young immigrants by teachers and mentors (Kunze et al., 2023)
Company-related programs as essential part of career-guidance, if possible, the integration of parents or peers of young immigrants into vocational orientation (reducing prejudices and misconceptions about an apprenticeship in the dual system)

What works – What can **companies** do? Key factors:

01

An open corporate policy based on equal access to the world of work:

This is characterized, for example, by a specific range of internships and apprenticeships, by appropriate advertising and recruitment practices, by mentoring measures for immigrants.

A clear commitment to non-discrimination as well as the general promotion of intercultural skills within the company will support integration and inclusion of immigrated workers and trainees.

02

An inclusive corporate culture focused on integration:

The aim here is to establish a corporate culture that recognizes diversity not as a threat but as an asset and proactively promotes it. This includes, for example, providing development opportunities for all employees, guaranteeing access to information, but also actively helping to expand the qualifications of employees, not only with regard to internal development and promotion, but also to their competitiveness on the labor market in general.

03

Companies should work to clearly regulated standards → political influence aimed at solving social problems:

Companies should not only rely on individual and voluntary initiatives when it comes to the integration of immigrants, but should also work towards clearly regulated standards that are binding for all (e.g., recognition procedures)

References:

Wettstein, F. (2012). Die gesellschaftliche Integration von Zugewanderten als Teilbereich sozialer Unternehmensverantwortung. Chance und Verantwortung von Unternehmen. Migrations Alliance Kanton Bern.
Giertz, J.-P.; Maschke, M. & Werner, N. (2016). Mitbestimmung als notwendige Bedingung für Integration, Mitbestimmungsreport, No. 28, Hans-Böckler-Stiftung, Düsseldorf

What works – How can **people intending to emigrate** prepare themselves in their home country for work and VET in the host country? Key factors by individuals:

01

Language skills, cultural knowledge, vocational skills

An essential asset and one of the most important factors for VET und labor market integration *are language skills* of the host country. Furthermore, knowledge about the culture and society of the host country will improve the process of integration after arrival.

(Vocational) Education is of great importance, as educational qualifications provide social positions, vocational career prospects and opportunities for self-determination in life.

02

Certificates for recognition of vocational skills

The recognition of vocational skills attained in the home country can accelerate the integration into VET, CVET and work.

School leaving certificates, documents about VET degrees and informal obtained vocational competences, certificates of attendance of CVET-coursed should be checked and compiled.

03

Getting familiar with the labor market context, the occupational structure, and the VET und CVET system (vocational orientation)

Getting familiar with the educational and labor market structure in the host country seems to be an important issue for successful integration. An understanding of occupational profiles and pathways in the host country supports integration, because they differ usually from the ones in the home countries (*Career guidance as a central and embedded element*).

THANK YOU

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