

# TALENT HUB GUIDEBOOK

A Guide to Practitioners on Talent Retention  
of Third Country Nationals in the EU

May 2024



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# CHAPTER II



## STAKEHOLDERS AND ACTORS

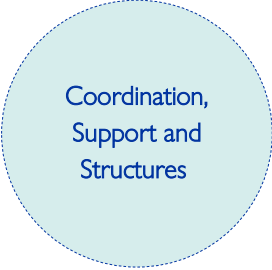


# I. Stakeholders and Actors

## II.1 Employers/companies


This section of the [Guidebook](#) focuses on how employers and hiring companies could potentially implement actions in view of enhancing retention, while noting that the existing capacity and experiences with international talent may differ from employer to employer. Referring to both the separate multi-situational report and the project recommendations, the section makes use of the [systemic areas](#) (green and blue circles), and thematic [areas](#) (yellow circles).

### Employer/company interventions - systemic and thematic areas




#### Coordination, Support and Structures

Employers are central stakeholders in the overall talent support and coordination structures in a country as directly benefitting from international talent. Employers should actively engage in partnerships with municipalities and other local partners in talent management cooperation, and particularly seek cooperation and support where the employer may not have own capacity. Employers should assess their own needs, strengths, and weaknesses when it comes to retaining talent. Formulate and implement a strategy for attracting and retaining talent, and contribute to e.g. state and municipal initiatives, including strategies and workplans.




#### Collection of Information and Data

Employers should implement their own talent data and feedback collection exercises from their own employees and contribute to national/municipal data collection. This may inform their own work and assist in responding to talents' needs and wishes. Particularly employers with less prior experience to talent management may seek information and guidance from centrally provided sources and/or larger organizations, whereas employers with more capacity and experience should contribute with their knowledge as well as capacity building and information sharing with less experienced employers.



#### Access to Information and Services

Prospective, incoming, and current talent should have access to user-friendly, multilingual information on labour pathways, job opportunities, and daily life in the country. Employers may provide such information themselves and/or contribute to information provision towards talent through local, city or regional level information portals in cooperation with municipalities and/or ICSs. Employers can advocate for and make use of also municipal information services such as the creation of settlement consultant positions (in Denmark: bosætningskonsulenter or other contact persons) as well as the International Citizen Service Centres (ICS).



#### Language Training and Learning

In support of talents' language learning and integration, employers should consistently inform incoming talent of any offer of free language training. The importance of learning the local language should be also stressed in companies using English as corporate language. Learning opportunities should be facilitated through coordination with local municipalities and/or directly with language schools. Flexible options should be considered and implemented, such as language learning at the workplace. Employers with capacity could offer pre-arrival language training to talent, including preparatory occupational language, and the accompanying families at the employer's cost, as long as national pre-arrival language training is not available.

### Well-being and Family Support

In addition to providing information to talent and their families, employers should engage in direct in-person support on job, study, and schooling opportunities to talent and their families, before and after arrival to the country. Further assistance, especially with job-seeking and networking options, should be also offered to spouses and/or partners. If no such capacity is available, external assistance through partnerships with organizations, municipalities, or others, should be sought. Employers may engage in cooperation with local schools on accommodating international children and facilitate the access of talent families to free-time activities, local sports clubs, or other local community activities.

### Professional Development and Opportunities

Employers may support professional development and opportunities such as jobs and study by facilitating and informing talent and families of options for recognition of their qualifications, and in testing and validating skills and competences acquired outside the country. Spouses in need of upskilling could be referred to traineeships with other employers or training. International students should be in focus as an important recruitment pool with employers actively offering internships and student jobs in partnerships with educational institutions. Employed talent should be offered opportunities for professional development with the same employer or, alternatively, with other employers in the country or in the EU.

### Digital Ecosystem and Bureaucracy

Like other talent stakeholders, employers should review and modify any internal bureaucratic procedures or structures that may be a hindrance to the timely recruitment and acceptance of international talent. Employers may need to assist talent in navigating the national digital ecosystem, either directly or through partnerships with assisting organizations. Subject to existing national regulations as regards remote work, employers should implement flexible remote work policies also for talent to work remotely from outside the country of employment on occasion in support of talent well-being.

### Residency and Branding

Through cooperation with cities, municipalities and others, employers can contribute to local and regional branding of the areas in which they are located, playing on the strong sides of both business and private life. In addition to external branding towards potential newcomers, employers can promote the positive contribution of its international employees towards local communities through support to local arrangements and cooperation with the municipality, other employers, diaspora groups, and civil society organizations engaged in the area.

“ Filling the gap between *migration and job opportunities* is *extremely crucial*. Also letting the *locals know* about these migration schemes could help them understand and thus be *more inclusive of them*. ”

- Respondent from **Denmark #1**

“ And it's not that you *meet diversity* everywhere you go, but you *bring diversity* everywhere you go. ”

- Interviewee from **Germany #1**

## Employer/company self-assessment – strengths and needs

This section provides a non-exhaustive list of statements for the user of the guidebook to assess own strengths and needs in relation to talent retention and attraction. The statements are guided by the project's recommendations and are meant to inform implementation of activities for enhanced retention. The self-assessment table can therefore be used as a tool to identify existing gaps and appropriate actions that can be taken to better meet the needs.

	Yes	No	Not sure
<b>FOCUS ON TALENT</b>			
<b>Onboarding upon arrival.</b> We start the onboarding process of incoming internationals and their families already in the country of origin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Onboarding prior to arrival.</b> We provide onboarding prior to the incoming internationals' arrival (information and preparation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pre-arrival language learning.</b> We offer pre-arrival language and other preparatory training to talent and their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Collecting feedback.</b> We collect feedback and data on our international employees and adapt our practices and strategy if something could be improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Internships &amp; study opportunities.</b> We offer internships and study job opportunities to international students in cooperation with education institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Professional Growth opportunities.</b> International talent working for us have equal possibilities for professional development and job change as the national employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FOCUS ON ACCOMPANYING FAMILY</b>			
<b>Network.</b> We have procedures and networks in place to help spouses and partners find jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Referrals to services.</b> We refer arrived talent and their families to support by the municipal Settlement Consultants <sup>1</sup> or other external support services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Well-being.</b> We take an interest in the well-being of international staff, also when they are off work by, for example, offering consultations and social activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Language learning opportunities.</b> We promote language learning to talent and their families through information provision to talent and cooperation with local language schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FOCUS ON PARTNERSHIPS</b>			
<b>Talent partnerships.</b> We have well-established talent partnerships with the local municipality, cities, private sector employers, and other relevant partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Strategy.</b> We have a company-specific strategy for retention and attraction of international talent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Network with partners.</b> We make active use of our partners and networks to refer talent and their families for extra guidance and support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>International talent partnerships.</b> We have focus also on international talent partnerships and cooperation, including but not limited to cooperation with other businesses within the EU.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Support &amp; Information.</b> We know where to seek help and information If we do not have internal capacity to assist talent and their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Support option information.</b> We inform incoming talent of the support options available to them by the municipality and other partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>1</sup> Bosætningskonsulenter in Danish, i.e. municipal focal points.

## Employer/company action points – the implementation phase

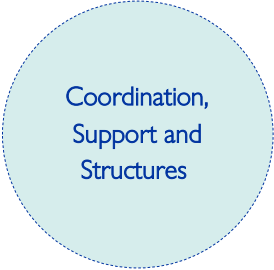
This section of the guidebook presents a **customer journey** - a roadmap that outlines key areas of actionable interventions that employers can take to better accommodate the needs of arriving talent and accompanying family. The customer journey is divided into **three overarching stages** with corresponding suggested actions employers can undertake in each phase. The customer journey in the Guidebook is slightly different from the customer journey presented in the Multi-Situational Report, which views the journey from the talent's perspective.

CUSTOMER JOURNEY PHASES	ACTION POINTS
<p>COUNTRY OF ORIGIN</p>  <p>Pre-departure Phase</p>	<p>1   PRE-DEPARTURE</p> <ol style="list-style-type: none"> <li>1. <b>Engage with local municipality</b> to offer services to incoming talent such as settlement consultants.</li> <li>2. <b>Build an attraction brand</b> together with local partners.</li> <li>3. <b>Refer</b> new employees to relevant information channels including the local municipality and engage with local municipality to offer services to incoming talent such as settlement consultants.</li> <li>4. <b>Offer online and preparatory language</b> learning opportunities in cooperation with municipalities and language schools.</li> <li>5. <b>Offer pre-arrival language training and</b> orientation to talent and families (online) in cooperation with relevant language learning providers.</li> <li>6. <b>Provide both pre- and post-arrival establishment support</b> and guidance to incoming talent and families, including but not limited to housing, professional development, and information on schooling opportunities for children.</li> </ol>
<p>COUNTRY OF DESTINATION</p>  <p>On-Boarding Phase</p>	<p>2   ON-BOARDING</p> <ol style="list-style-type: none"> <li>1. <b>Systematically</b> inform incoming talent of the benefits of learning Danish. Also, those who think they might not stay in the country for long.</li> <li>2. <b>Guide incoming talent and families</b> on options for having their qualifications assessed.</li> <li>3. <b>Offer internship opportunities</b> and study relevant jobs for international students.</li> </ol>
 <p>Integration &amp; Social Inclusion Phase</p>	<p>3   INTEGRATION &amp; SOCIAL INCLUSION</p> <ol style="list-style-type: none"> <li>1. <b>Acknowledge</b> that integration and inclusion of international staff is directly related to retention.</li> <li>2. <b>Collect talent data and feedback</b> to contribute to larger data collection exercises and to support international staff.</li> <li>3. <b>Offer flexible language</b> learning opportunities in cooperation with municipalities and language schools, also during the working day.</li> <li>4. <b>Consider both talent and the family</b> in the international recruitment. If the family is not satisfied in Denmark, talent may not want to stay.</li> <li>5. <b>Collect feedback</b> from and listen to talent, also before they intend to leave.</li> <li>6. <b>Offer professional counselling</b> on prospects and job opportunities in other locations and contexts.</li> <li>7. <b>Facilitate networking activities</b> for staff in support of their integration and inclusion into surrounding society.</li> </ol>

## II.2 Municipalities and local authorities

This section of the [Guidebook](#) focuses on how municipalities and local authorities could potentially implement actions in view of enhanced retention, while noting that the existing capacity and experiences with international talent may differ from municipality to municipality. Referring to both the separate multi-situational report and the project recommendations, the section makes use of the systemic areas (green and blue circles), and thematic areas (yellow circles).

### Municipality and local authority interventions - systemic and thematic areas




#### Coordination, Support and Structures

Municipalities play a central role in welcoming newcomers and in providing support and information. Municipalities and local authorities should systematically offer services in support of retention to international talent and their families, also by engaging in talent management cooperation with employers. Municipal administrations should assess whether they have the capacity and mandate to enlarge the scope of assistance to international talents, which might require political decision at municipal level. Municipalities can develop talent strategies and engage in broad talent management partnership with employers and other relevant parties.




#### Collection of Information and Data

Like other talent stakeholders, municipalities and local authorities can also contribute to local and national talent data collection efforts, including implementation of feedback mechanisms for talents and other migrant workers to provide feedback in support of evidence-based policy development and learning at all levels. Through locally established talent coordination structures, municipalities may facilitate sharing of good practices, learning and network building between stakeholders within the municipality.



#### Access to Information and Services

Incoming talent should have access to user-friendly, multilingual information on available services such as health care, school enrolment, entitlements, and housing information. Municipalities could set up such information services in cooperation with local partners, benefitting also from the local/regional brand. Municipalities could form partnerships with employers to provide pre-departure information on health care, employment, school enrolment, etc. This could be done both online and onsite through the establishment of additional ICSs responsible for the information provision.



#### Language Training and Learning

Municipalities hold a main role for the provision of language training to international workers, students, and other migrants. Municipalities should stay informed about flexible training and learning language modalities for migrants (online, blended, face-to-face), to better inform talent/migrant workers and other self-supporting migrants of the different types learning modalities and modules that are available. Municipalities are encouraged to establish partnerships with online-based learning providers to broaden the scope of language learning opportunities and services, and to coordinate closely with local employers on the services available to incoming internationals.



#### Well-being and Family Support

Municipalities are encouraged to employ internationally oriented Settlement Consultants who can support incoming talent with practical information, job, networking opportunities and organizations activities. Practical assistance in identifying housing is critical for integration and retention. At the same time, municipalities are encouraged to actively promote the services of Settlement Consultants to employers and newcomers in need of assistance. Municipal schools can further be capacitated to include and integrate more international children. Information on local schools and guidance on the structures and expectations of the school system should be provided to talent families.



Professional  
Development  
and  
Opportunities

Incoming talents and their families could be informed about the options of receiving formal assessment of skills and qualifications for work and study purposes, and to enhance the opportunity for upskilling if needed. This could be done in cooperation with employers and through municipal ICS services. Municipalities may promote internships for international students in coordination with educational institutions and employers through matchmaker arrangements,<sup>2</sup> and participate in career/outreach fairs to enhance knowledge of local job opportunities and life conditions to migrant workers or international students who are interested in working and living in Denmark/Germany.

Digital  
Ecosystem  
and  
Bureaucracy

Similarly to other stakeholders within the field of talent retention, municipalities should review and modify internal bureaucratic procedures or structures that may hinder easy access to services and provide input to state driven reviews of national bureaucratic procedures. Municipalities can assist talent and accompanying family in navigating digital platforms. Digital platforms developed by municipalities, including communal websites targeting international talent, could be translated into several relevant languages.

Residency and  
Branding

Through cooperation with cities, employers, and larger companies, municipalities may advocate for and develop local and regional branding strategies focusing on both the business side and private life for both attraction and retention purposes. In cooperation with employers, diaspora groups and civil society organizations, municipalities may support local arrangements within the municipal range, including promotion of the positive contribution of talent to the municipality through the municipality's traditional integration role.

“

*Bureaucracy and structural discrimination in Germany are the hindrance to integrate in the host society.* ”

- Respondent from Germany #2

“

*I am planning to move away due to Germany's not welcoming environment. I am seen as a second-class citizen albeit my skills and contribution to job market.* ”

- Respondent from Germany #3

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<sup>2</sup> A matchmaker is here understood as a contact point who facilitates contacts, internships etc. between educational institutions, municipalities and employers.

## Municipality and local authority self-assessment – strengths and needs

This section provides a non-exhaustive list of statements for the user of the guidebook to assess own strengths and needs in relation to talent retention and attraction. The statements are guided by the project's recommendations and are meant to inform implementation of activities for enhanced retention. The self-assessment table can therefore be used as a tool to identify existing gaps and appropriate actions that can be taken to better meet the needs.

	Yes	No	Not sure
<b>FOCUS ON TALENT</b>			
<b>Coordination.</b> Within our partnerships with language schools, we can offer or refer to flexible learning modalities including online modules to talents wishing to learn Danish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Prior to arrival (pre-orientation).</b> We provide practical information about language learning, (social) rights and practical information for talent prior to departure either online or by sharing informative material in coordination with the hiring company.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Post arrival (post-orientation).</b> We actively contact the newcomer (talent) either via e-mail or face-to-face to provide information about their options to receive training in the national language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Post arrival (post-orientation).</b> We provide information about the rights related to the access to services either via e-mail or face-to-face.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FOCUS ON ACCOMPANYING FAMILY</b>			
<b>Information.</b> We have developed an information guide targeting newcomers regarding life in Denmark and practical information regarding settling in our municipality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Capacity.</b> We have the capacity to provide guidance and support regarding employment for accompanying spouse/partners seeking employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Referral mechanism.</b> We have knowledge of who we shall refer to in case an assessment of skills and qualifications is requested, and we have identified a focal point for this in our own structures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Workflow.</b> We can easily refer our citizens (talents) to the appropriate entity for support if requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FOCUS ON PARTNERSHIPS</b>			
<b>Partnerships.</b> We have well-established talent partnerships with the local cities, private sector employers, and other relevant partners e.g., agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Talent Strategies.</b> We have developed a local talent strategy or guidance material that targets companies recruiting international labour force.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Collecting feedback.</b> We have established a feedback mechanism that allows our newcomers to file concerns either online or offline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>International talent partnerships.</b> We also have a focus on international talent partnerships and cooperation, including but not limited to cooperation with other municipalities and cities in the EU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Municipality and local authority action points – the implementation phase

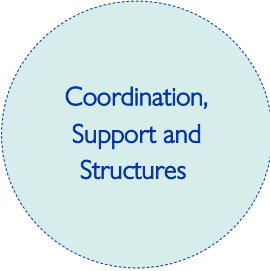
This section of the guidebook presents a **customer journey** - a roadmap that outlines key areas of actionable interventions that municipalities and local authorities can take to better accommodate the needs of arriving talent and accompanying family. The customer journey is divided into **three overarching stages** with corresponding suggested actions municipalities can take in each phase. The customer journey in the Guidebook is slightly different from the customer journey presented in the Multi-Situational Report, which views the journey from the talent's perspective.

CUSTOMER JOURNEY PHASES	ACTION POINTS
<p>COUNTRY OF ORIGIN</p>  <p>Pre-departure Phase</p>	<p>1   PRE-DEPARTURE</p> <ol style="list-style-type: none"> <li>1. <b>Offer flexible</b> language learning opportunities in cooperation with public and private employers and language schools, for more flexible learning opportunities during the working day.</li> <li>2. <b>Offer pre-arrival</b> language training to talent and families online.</li> <li>3. <b>Provide both pre- and post-arrival</b> establishment support and guidance to incoming talent and families, including practical rights-based orientation about available services, language learning opportunities, social welfare and rights, social norms and culture, professional development, and information on schooling for children.</li> <li>4. <b>Advise</b> incoming talent and families on housing opportunities and <b>assist</b> in identifying available housing.</li> </ol>
<p>COUNTRY OF DESTINATION</p>  <p>On-Boarding Phase</p>	<p>2   ON-BOARDING</p> <ol style="list-style-type: none"> <li>1. <b>Systematically inform</b> incoming talent of the benefits of learning Danish. Also, those who think they might not stay in the country for long.</li> <li>2. <b>Guide</b> incoming talent and families on options for having their qualifications assessed.</li> <li>3. <b>Establish</b> focal points such as settlement consultants to help international newcomers and <b>inform</b> both employers and the talent of the services available and housing alternatives.</li> </ol>
 <p>Integration &amp; Social Inclusion Phase</p>	<p>3   INTEGRATION AND SOCIAL INCLUSION</p> <ol style="list-style-type: none"> <li>1. <b>Establish a feedback mechanism</b> that allow newcomers to easily express their concerns, needs and questions either online or on-site in the ICS.</li> <li>2. <b>Acknowledge</b> that migrant workers may need (additional) support particularly in case of identified vulnerabilities.</li> <li>3. <b>Assess availability of flexible language learning arrangements</b> including online modalities, to easier refer newcomers to different types of language learning options.</li> <li>4. In partnership with language schools and internationally recruiting companies, <b>develop flexible language learning modalities</b> to be offered during working hours as well as online modalities.</li> <li>5. <b>Deploy Settlement Consultants</b> and designate settlement consultants as needed to respond to needs and inquiries from the foreign newcomers.</li> <li>6. <b>Engage in</b> career fairs that aim at recruiting labour internationally when hiring companies and other entities are organising them to establish expectations of life in the new country of settlement.</li> </ol>

## II.3 Government authorities

This section of the [Guidebook](#) focuses on how government authorities could potentially implement actions in view of enhanced retention, while noting that the existing capacity and experiences with international recruitment may vary depending on the governmental entity. IOM acknowledges that the realization of any interventions is needs-based and depends on various factors such as capacity and mandate. Referring to both the separate multi-situational report and the project recommendations, the section makes use of the [systemic areas](#) (green and blue circles), and [thematic areas](#) (yellow circles).

### Government authority interventions - systemic and thematic areas




#### Coordination, Support and Structures

The state and government authorities have main responsibility for supporting a whole-of-government, holistic approach to talent management. This includes formulating and driving forward a national talent strategy and facilitating national talent coordination through the establishment of multi-stakeholder coordination mechanisms and working groups. Legislative changes for the inclusion of talent into selected integration programming for improved retention must come from the state. Short of legislative amendments, the state and government authorities may initiate and lead analyses and reviews of opportunities to engage in EU level talent cooperation on a practical level.




#### Collection of Information and Data

Government authorities may centrally coordinate collection of national talent management and retention data and feedback for evidence-based policy development. The option of a thorough evaluation of existing labour market pathways and stakeholder mandates also falls on the state, with due input from labour market stakeholders and talent. Available resources and examples of talent retention programming in the country could be made available to national stakeholders through publicly available information portals, networking events, and other means.



#### Access to Information and Services

For enhanced attraction and retention of talent, government authorities should consider their outreach efforts to talent, including the development and establishment of central, multi-lingual, and digitally innovative information resources linked to regional and local information sources. In the case of Denmark in particular, this may include information targeting TCN talent already in the EU area. Together with municipalities and other stakeholders, the state can take initiative to the establishment of one-stop information shops (ICSs) to assure maximal geographical coverage of offline information hubs throughout the country.



#### Language Training and Learning

As a central retention factor, the state and government authorities should offer talent and their family's possibilities to study and learn the local language flexibly. Be it through establishment of national curricula, diversified digital or in-person pre-arrival study opportunities, etc. In Denmark, this may require amendment of current legislation pertaining to the five-year rule to allow for later opt-int, as well as regulations making eligibility for state-funded language training dependent on arrival and issuance of social security number. Arriving talent should be consistently informed of state-funded language learning possibilities.

### Well-being and Family Support

In cooperation with other talent stakeholders, government authorities may offer capacity building and direct support to employers lacking exposure to talent management or having limited international HR capacities. With municipalities, the state may also contribute to the development of internationalization packages and in public elementary schools for the inclusion of talent children into national school structures. The state may further acknowledge the central role of civil society and diaspora organizations in supporting the attraction and retention of talent and offer cooperation and funding opportunities to these, but also in the search for housing.

### Professional Development and Opportunities

Government authorities are central for providing the framework conditions facilitating professional development also of talent. These can include enhanced possibilities for recognition and assessment of qualifications, defining access thresholds to the country, and post-arrival upskilling programming. The state may review its policies and practices for recognition and authorization of professionals in areas of high demand, as well as national regulations for talent to change employer and/or time granted to search for a new job in case of involuntary unemployment.

### Digital Ecosystem and Bureaucracy

The state and government authorities should offer digitalized application, communication, and information methods also to talent, while assuring that digital tools remain inclusive and accessible also to those not fluent in the national languages. As for other talent stakeholders, bureaucratic procedures and processing timelines should be reviewed and reduced to the extent possible. States may review and amend existing legislation around remote cross-border work and digital nomads to enhance attraction and retention of talent in a post-pandemic and increasingly digitalized work life.

### Residency and Branding

The state and government authorities should remain aware of the national brand in view of attraction and retention of talent, building on positive values but remaining aware of anything that may impact the brand negatively. Including but not limited to public narratives on migrants and migration also affecting talent, regulations around entry and permanent residence requirements for talent and families, as well as the policies and attraction schemes particularly of neighbouring states. In the case of Denmark, special attention could be paid to facilitating the entry and residency requirements for intra-EU mobile third-country talent.<sup>3</sup>

“

*My son is 18 years old, Danish citizen, he is the **only family member I have as a single mother. But I cannot apply for family reunion. This does not make sense.***

”

- Respondent from Denmark #5

- Respondent from Germany #5

“

*I would very much like to have citizenship but will not give up my Canadian citizenship. I find it **indicative of Germany's unwelcoming attitude to foreigners that dual citizenship for non-EU citizens is not allowed.***

”

<sup>3</sup> The Federal Government has recently amended the citizenship law to i.a. allow for multiple citizenship. The Act on the Modernisation of Citizenship Law will enter into force in essential parts on 27 June 2024.

## Government authority self-assessment – strengths and needs

This section provides a non-exhaustive list of statements for the user of the guidebook to assess own strengths and needs in relation to talent retention and attraction. The statements are guided by the project's recommendations and are meant to inform implementation of activities for enhanced retention. The self-assessment table can therefore be used as a tool to identify existing gaps and appropriate actions that can be taken to better meet the needs.

	Yes	No	Not sure
<b>FOCUS ON TALENT</b>			
<b>Support.</b> We have the capacity and knowledge to guide municipalities, International Citizen Centres and hiring companies in informing talent and accompanying family on work and life in Denmark.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Tools.</b> We have developed tools that can help municipalities and hiring companies to develop orientation packages as part of their onboarding process either for pre-departure or post-arrival orientations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Modalities of language learning.</b> We strive to learn about new methodologies to deliver language trainings of the local language and apply a flexible approach to language learning when guiding municipalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Collecting information.</b> We systematically and regularly roll out exercises to assess the usefulness and effectiveness of the local Danish learning outcomes through surveys and user feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback mechanism.</b> We have created an online feedback mechanism for talent to provide feedback regarding their settling in experiences in Denmark. The platform is digital and easy to access.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Collecting feedback.</b> We regularly collect feedback from talent through existing channels or plan to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FOCUS ON ACCOMPANYING FAMILY</b>			
<b>Family.</b> Accompanying family members to talent is a focus in our work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Integration support.</b> We have well-established structures in place that allow us to assess whether the newcomer needs special care or assistance (coordinated with municipality).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FOCUS ON PARTNERSHIPS</b>			
<b>Inter-ministerial working groups.</b> We have established a cross-ministerial and working group/task to facilitate discussions relating to labour migration and talent management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Coordination.</b> We have established a working group consisting of members from civil society, industries/employment companies, trade unions and other relevant actors in the field of Talent Management to facilitate discussions relating to labour migration and talent management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Strategy.</b> We have developed a nation-wide strategic document that provides a directional guidance on international recruitment to Denmark in cooperation with existing talent networks when applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Branding.</b> We have developed a branding strategy to promote Denmark as a career destination in cooperation with local municipalities and/or companies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Local Talent Partnerships.</b> We have well-established talent partnerships with municipalities, cities, private sector employers, and other relevant partners (for example Best Practices networks).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>International talent partnerships.</b> We also have a focus on international talent partnerships and cooperation, including but not limited to cooperation with neighbouring countries and within the EU.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Support Services.</b> We have regular consultations with the municipalities, ICSs, companies, and other relevant parties to identify challenges regarding provision of services to newcomers (talent).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Government authority action plan – the implementation phase

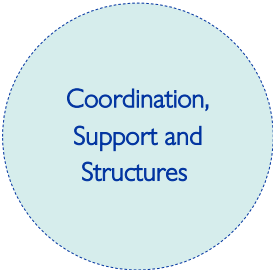
This section of the guidebook presents a **customer journey** - a roadmap that outlines key areas of actionable interventions that state and government authorities can take to better accommodate the needs of arriving talent and accompanying family. The customer journey is divided into **three overarching stages** with corresponding suggested actions government authorities can take in each phase. The customer journey in the Guidebook is slightly different from the customer journey presented in the Multi-Situational Report, which views the journey from the talent's perspective.

CUSTOMER JOURNEY PHASES	ACTION POINTS
<p>COUNTRY OF ORIGIN</p>  <p>Pre-departure Phase</p>	<p>1   PRE-DEPARTURE</p> <ol style="list-style-type: none"> <li>1. In coordination with relevant actors, <b>develop and formulate a directional nationwide Talent Strategy</b> by strategizing political priorities in the field of labour market priorities and international recruitment, coining themes of talent attraction and retention of foreign labour migrants and students.</li> <li>2. Apply a <b>whole-of-government and inclusive approach</b> in the work of talent management, by inviting multi-levelled/different stakeholders.</li> <li>3. Take the lead in creating a <b>national talent coordination hub</b> in partnership with relevant actors, including coordinating the responses, e.g. through the establishment of an inter-ministerial working group or steering committees.</li> <li>4. <b>Initiate analysis and reviews of opportunities</b> to engage in EU level talent cooperation, while assessing the practical steps.</li> <li>5. <b>Engage</b> in international talent partnerships with countries of origin and EU Member States.</li> </ol>
<p>COUNTRY OF DESTINATION</p>  <p>On-Boarding Phase</p>	<p>2   ON-BOARDING</p> <ol style="list-style-type: none"> <li>1. <b>Collect information and data</b> systematically and regularly on national talent management and retention from different levels, e.g., from talent, municipal actors, hiring companies, trade unions, and educational institutions.</li> <li>2. <b>Collect feedback</b> from talent, municipal actors, hiring companies, trade unions, and educational institutions regarding the experience with integration, language learning etc.</li> <li>3. Consider <b>establishing a central, multi-lingual, and digitally innovative</b> information resource platform linking to existing regional and local information sources to ease the access to all information available for the newcomer.</li> </ol>
<p>Integration &amp; Social Inclusion Phase</p> 	<p>3   INTEGRATION AND SOCIAL INCLUSION</p> <ol style="list-style-type: none"> <li>1. <b>Offer more flexible language</b> learning modalities for talent and accompanying family members.</li> <li>2. <b>Evaluate</b> state-funded language learning modules to assess their effectiveness and efficiency systematically.</li> <li>3. <b>Ensure</b>, in coordination with relevant actors (e.g., municipalities) that talent is well-informed about the right to state-funded language learning possibilities.</li> <li>4. Offer <b>capacity-building to employers</b> without pre-existing exposure to talent management or limited HR capacity.</li> <li>5. <b>Review policies and practices regularly</b> for the recognition and authorization of professionals in areas of high demand, to ensure smooth application of the rule.</li> </ol>

## II.4 Educational institutions

This section of the [Guidebook](#) focuses on how educational institutions could potentially implement actions in view of enhanced retention, while acknowledging that ability, capacity, and experience in dealing with international talent including students can vary significantly among different educational institutions. Referring to both the separate multi-situational report and the project recommendations, the section makes use of the [systemic areas](#) (green and blue circles), and thematic [areas](#) (yellow circles). It should be noted that educational institutions hold not only a role in providing education and attracting international students, but in some instances also as employers of international talent.

### Educational institution interventions - systemic and thematic areas




#### Coordination, Support and Structures

Universities and other educational institutions may be some of the largest national recipients of talent in the form of international students and personnel. Education institutions should therefore participate in and contribute to national talent coordination mechanisms and strategies, in addition to formulating own talent strategies. Particularly with regards to international students, education institutions should be part of the talent coordination with both national and local partners in view of overall attraction and retention of students.




#### Collection of Information and Data

Educational institutions may contribute to data and feedback collection from personnel and international students for enhancing both own and national policies. Institutions should be requested to provide inputs to national evaluations of talent management practices and policies with focus on the education area within their own field of expertise, in view of evidence-based policy development.



#### Access to Information and Services

Enhancing accessibility to and information on services for international talent is crucial for attraction and retention of international students. This includes simplifying the navigation through legal, cultural, and professional landscapes, and ensuring that resources are readily available and comprehensible. Educational institutions might also provide targeted information for prospective students on possibilities for professional development and work during studies and after graduation.



#### Language Training and Learning

Educational institutions play a crucial role in supporting the language learning and cultural integration of international talent by developing and offering education and training targeting talent. Be it academic, vocational, cultural or language training. To this latter end, educational facilities should work in partnership with municipalities and language schools to offer accessible and flexible learning options, including the possibility of conducting language classes directly at the workplace, as well as occupational language learning opportunities.



Well-being  
and Family  
Support

Educational institutions play diverse roles in nurturing talent: as employers, hosts of international students, and providers of education and training to talent families. In Germany and Denmark, educational institutions offer language courses and cultural integration programs for international students and families. In Denmark, specific teaching programs are tailored not only for newcomers but also for the entire receiving class, aiming to seamlessly integrate migrant students into regular school settings while fostering a welcoming culture.

Professional  
Development  
and  
Opportunities

Institutions should offer professional development programs tailored to the needs of international talent. This may include workshops on local business practices, career planning, internships with local companies, and networking events with industry professionals. Partnerships may facilitate internships, mentorship programs, and job placements, linking academic learning and professional application. Talent should have access to career resources, including job boards, career counselling etc. Institutions might provide more English-language education opportunities, including pre-Bachelor academic and vocational study opportunities.

Digital  
Ecosystem  
and  
Bureaucracy

To facilitate access to the country of international students, educational institutions should offer support for visa, immigration processes, and other administrative procedures, including personalized workshops and (virtual) counselling. Institutions could centralize administrative support to assist with university registration, health insurance, and essential paperwork, ideally in multiple languages, and offer online collaboration tools to build a supportive community among international students and staff.

Residency and  
Branding

The brand of educational institutions towards prospective international students may be built around the quality of education, varied study opportunities in English but also options to work during studies and remain in the country to search for a job upon graduation. Institutions may not only build their own brands, but also contribute to national and local brands, seeing that education opportunities are relevant not only for the main talent but the entire talent family.

“ After I arrived, I received many printed posts from many public organizations, from municipality, about healthcare etc. **but all posts were in Danish**, and the web links given for the EN [English] version of the document never worked. I had a **hard time to understand those** and spent a lot of time to translate. Either EN [English] web pages should be available, or papers should be sent in EN as well. ”

- Respondent from **Denmark #2**

## Educational institution self-assessment – strengths and needs

This section provides a non-exhaustive list of statements for the user of the guidebook to assess own strengths and needs in relation to talent retention and attraction. The statements are guided by the project's recommendations and are meant to inform implementation of activities for enhanced retention. The self-assessment table can therefore be used as a tool to identify existing gaps and appropriate actions that can be taken to better meet the needs.

	Yes	No	Not sure
<b>FOCUS ON TALENT</b>			
<b>Support Services.</b> Comprehensive support services, including academic advising, and counselling are readily available and accessible in our institution. The available services are effectively communicated to international talent pre and post arrival.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Tailored Services.</b> Our services are tailored to meet different needs of international students and staff, thereby facilitating a smooth transition, and fostering long-term success/ retention and well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Resources.</b> We have collaborated with other educational institutions to provide targeted resources and tools for professional development, which facilitate the growth and advancement of talent during and after their studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FOCUS ON ACCOMPANYING FAMILY</b>			
<b>Language Learning and Integration Programs.</b> We support other educational institutions in offering language learning and cultural integration programs for international talent and their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Information Collection and Analysis.</b> We work in coordination with other educational institutions and other partners for effective attraction and retention of international students and talent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Collect Information.</b> We have established partnership with educational institutions to systematically collect and analyse information, assessing the efficiency and effectiveness of programs and services for international talent and their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FOCUS ON PARTNERSHIPS</b>			
<b>Participation.</b> We actively participate in coordination mechanisms and strategies with other educational institutions for national talent management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Coordination.</b> We ensure effective coordination with national and local partners to attract and retain international students and talent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Tools.</b> We have developed and shared tools with other educational institutions to aid in the development of orientation packages for international talent, including pre-departure and post-arrival orientations, to facilitate their onboarding process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>International talent partnerships.</b> We have focus also on international talent partnerships and cooperation, including but not limited to cooperation with other educational institutions within the EU.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Educational institution action points – the implementation phase

This section of the guidebook presents a **customer journey** - a roadmap that outlines key areas of actionable interventions that educational institutions can take to better accommodate the needs of arriving talent and accompanying family. The customer journey is divided into **three overarching stages** with corresponding suggested actions educational institutions can take in each phase. The customer journey in the Guidebook is slightly different from the customer journey presented in the Multi-Situational Report, which views the journey from the talent's perspective.

CUSTOMER JOURNEY PHASES	ACTION POINTS
<p>COUNTRY OF ORIGIN</p>  <p>Pre-departure Phase</p>	<p>1   PRE-DEPARTURE</p> <ol style="list-style-type: none"> <li>1. Provide informative materials and tools to incoming students through orientational packages covering themes about life in the destination country, good-to-know, and other practical information either online through live or recorded webinar sessions or through brochures.</li> <li>2. Building a support network pre-arrival by connecting incoming students with current (international students) and/or alumni for advice and firsthand insight into life at the institution, including academic expectations, social activities etc.</li> <li>3. Implement outreach strategies to reach interested international students in the country of origin, including information on job and internship perspectives when studying in the country.</li> </ol>
<p>COUNTRY OF DESTINATION</p>  <p>On-Boarding Phase</p>	<p>2   ON-BOARDING</p> <ol style="list-style-type: none"> <li>1. Organise post-arrival welcome orientations targeting international students systematically and regularly on-campus by each intake-semester, and involve relevant actors (municipality, companies etc.) if applicable to inform about rights, active citizenship, work-life-culture, and practical information as needed.</li> <li>2. Establish post-arrival mentorship programmes pairing incoming students with experienced mentors (current students, faculty staff) to support international students as they settle into their new environment.</li> </ol>
 <p>Integration &amp; Social Inclusion Phase</p>	<p>3   INTEGRATION AND SOCIAL INCLUSION</p> <ol style="list-style-type: none"> <li>1. Collect feedback systematically and regularly from foreign students and personnel regarding their experience with internationalisation, needs and gaps.</li> <li>2. Identify and establish partnership with relevant companies that are willing to offer student jobs and internships for international students under adequate labour standards in line with the national law.</li> <li>3. Assess work and labour conditions carefully when identifying potential partnerships with companies to ensure rights are upheld for the student.</li> <li>4. Make information about social and professional activities available easily for students.</li> <li>5. Participate and engage in existing talent management coordination hubs or networks to exchange knowledge and practical experiences with other relevant actors.</li> <li>6. Organise student fairs regularly including workshops in coordination with relevant partners to bring in job boards, municipality representatives, companies, and trade unions enabling students to familiarise themselves with the local context and labour market.</li> <li>7. Offer tailored workshops for national and international students focusing on how to find jobs in the local labour market, how to write CVs, professional development.</li> </ol>

## II.5 Trade unions


This section of the [Guidebook](#) focuses on how unions could potentially implement actions in view of enhanced retention, while noting that union capacity and interest to work with international talent may depend on the branch and profile of the union in question. Referring to both the separate multi-situational report and the project recommendations, the section makes use of the [systemic areas](#) (green and blue circles), and [thematic areas](#) (yellow circles).

### Trade union interventions - systemic and thematic areas




#### Coordination, Support and Structures

Trade unions focussing on the employment of the national member base may have less focus on talent attraction and retention than other stakeholders but should retain focus on being represented also within the growing international labour force. In increasingly specialized and globalized labour markets where employers require talent to uphold productivity, there is room for unions to contribute to national strategies, coordination work and policy updates. Also to define own strengths and needs to formulate union specific, forward-looking talent strategies taking into consideration expected labour shortage areas in branches of relevance.




#### Collection of Information and Data

Given the trade unions' central role in labour markets, they can contribute to national data collection efforts on talent movements and profiles and implement feedback mechanisms amongst the membership base. Unions may contribute with information and updates to talent management stakeholders on the union's services also with regards to international talent and provide input to the proposed evaluation of national labour market schemes to identify current and expected needs and gaps.



#### Access to Information and Services

Unions may contribute to centralized outreach efforts, on- and offline, to talent both in Denmark and abroad with information on national labour market structures and processes. By expanding their services to international talent and other migrant workers through i.e. legal counselling, job guidance and advice, and assuring their relevance to international talent, unions can help talent navigate the local labour market and thereby contribute to fair employment and the protection of migrants' rights. Information may target also prospective and current international students less familiar with their rights and responsibilities than domestic students.



#### Language Training and Learning

While unions do not play a direct role in implementing language training, unions can like other stakeholders support and lobby for flexible access to language learning opportunities as outlined in the project recommendations. Knowing the local language such as Danish may facilitate access of talent, both workers and students, and other migrant workers to information about their rights in the national labour market and where to seek assistance and counselling when needed.

### Well-being and Family Support

Separately or in coordination with other stakeholders, unions can provide accessible contact points for talent to seek information on labour market opportunities for both talent and spouses, including but not limited to branch specific job seeking guidance and networking opportunities. Support provided by unions should be available at least in English, but preferably also other major languages spoken by talent groups in the country.

### Professional Development and Opportunities

Unions may work with partners such as educational institutions to review requirements and procedures for qualification recognition and authorization, including development of post-arrival upskilling options and establishment of more English-language, academic and vocational education opportunities. Unions can facilitate access to internships and study jobs for international students through information provision to students. Also support professional development and inclusive labour markets by working for flexible job change options for international talent.

### Digital Ecosystem and Bureaucracy

Like other stakeholders, unions should make their information and support accessible digitally through online portals, virtual counselling and similar. Unions can contribute to the proposed national review of bureaucratic impediments for employing international talent, and also provide input to assessments of cross-border remote work opportunities and implementation of digital nomad visas.

### Residency and Branding

Considering the attraction and brand value of a well-regulated labour market, good working conditions and work-life balance, unions can contribute to the brand-building and attraction efforts towards prospective talent. Unions may however also support a national, positive narrative on contribution of talent through its regular channels, particularly as unions may traditionally be considered a more reluctant stakeholder with regards to attraction of international talent.

“

*Finding a job in the public sector in Germany is **very challenging**, considering diplomas (even they are from other EU countries) must be recognized. It takes around 6 months and a lot of money. **It blocks my possibilities for career development**, and I prefer to work in another country's public sector.* ”

- Respondent from **Germany #4**

## Trade union self-assessment – strengths and needs

This section provides a non-exhaustive list of statements for the user of the guidebook to assess own strengths and needs in relation to talent retention and attraction. The statements are guided by the project's recommendations and are meant to inform implementation of activities for enhanced retention. The self-assessment table can therefore be used as a tool to identify existing gaps and appropriate actions that can be taken to better meet the needs.

	Yes	No	Not sure
<b>FOCUS ON TALENT</b>			
<b>Outreach.</b> We focus on reaching out to and increasing our membership base amongst talent and other international employees in order to represent them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Services in English.</b> We offer services and support to talent in English and other relevant languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Website in English.</b> Our website and information materials on the work we do are available in English and other relevant languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Information and Rights.</b> We contribute to upholding migrants' rights by informing them of national labour market structures and their rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FOCUS ON ACCOMPANYING FAMILY</b>			
<b>Job advice.</b> We offer job advice, mentoring, skills recognition advice and other opportunities also for talents' spouses and partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Career fairs.</b> We actively invite both talent and the family to participate in career fairs, e.g., in coordination with our partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FOCUS ON PARTNERSHIPS</b>			
<b>Strategy.</b> Our organization has a formulated strategy and goals for engagement with international talent, including students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Collecting data.</b> We contribute to national data collection efforts, talent strategies and coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>English option.</b> We work with our partners to develop English-language educational opportunities also for talent within our branch.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reviewing procedures.</b> We work with our partners to review current procedures for qualification recognition and possibly authorization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Talent Coordination Network.</b> We have established <i>or</i> are a part of existing talent coordination networks with private and public partners relating to the branch we represent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>International talent partnerships.</b> We have focus also on international talent partnerships and cooperation, including but not limited to cooperation with other trade unions within the EU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Trade union action points – the implementation phase

This section of the guidebook presents a **customer journey** - a roadmap that outlines key areas of actionable interventions that a trade union can take to better accommodate the needs of arriving talent and accompanying family. The customer journey is divided into **three overarching stages** with corresponding suggested actions trade unions can take in each phase. The customer journey in the Guidebook is slightly different from the customer journey presented in the Multi-Situational Report, which views the journey from the talent's perspective.

CUSTOMER JOURNEY PHASES	ACTION POINTS
<p>COUNTRY OF ORIGIN</p>  <p>Pre-departure phase</p>	<p>1   PRE-DEPARTURE</p> <ol style="list-style-type: none"> <li>1. Include international talents and students in <b>outreach activities</b>.</li> <li>2. Formulate and develop union specific, <b>forward-looking talent strategies</b> in coordination with relevant actors.</li> <li>3. Contribute with <b>information</b> and updates relevant to talent management stakeholders.</li> <li>4. Participate in pre-departure onboarding orientations if organised by other actors such as educational institutions or hiring companies.</li> </ol>
<p>COUNTRY OF DESTINATION</p>  <p>On-Boarding Phase</p>	<p>2   ON-BOARDING</p> <ol style="list-style-type: none"> <li>1. Participate in post-arrival onboarding orientations if organised by other actors such as educational institutions or hiring companies.</li> <li>2. Provide <b>legal guidance, counselling, job guidance and advice</b> to international talent and accompanying family.</li> <li>3. Implement a <b>rights-based approach</b> to counselling of talent and accompanying family members.</li> </ol>
 <p>Integration &amp; Social Inclusion Phase</p>	<p>3   INTEGRATION AND SOCIAL INCLUSION</p> <ol style="list-style-type: none"> <li>1. Support with <b>advocating</b> for flexible language learning modalities.</li> <li>2. Establish <b>contact points</b> for both talent and spouses, including branch specific job seeking guidance and networking opportunities if applicable in coordination with other actors such as the municipalities and private and public sector.</li> <li>3. Provide <b>guidance</b> on skills recognition procedures for international talent and accompanying spouse/partner/family including guidance on <b>upskilling options, academic and vocational opportunities</b>.</li> <li>4. Support <b>professional development</b> by working for flexible job change options for international talent.</li> <li>5. Ensure <b>easy access</b> to information and support through digital platforms and provide the option of virtual counselling.</li> <li>6. Provide inputs for branding initiatives in coordination with relevant actors.</li> </ol>

## II.6 Civil society, including diaspora organizations

This section of the [Guidebook](#) focuses on how civil society, including diaspora organizations, could implement actions in favour of enhanced retention, while noting that capacities and funding opportunities may differ amongst organizations. Civil society plays a crucial role in promoting the representation and protection of migrant workers. Referring to both the separate multi-situational report and the project recommendations, this section makes use of the [systemic areas](#) (green and blue circles), and thematic [areas](#) (yellow circles).

### Civil society interventions - systemic and thematic areas



Civil society, including diaspora organizations, can make an important contribution to the establishment of national and local talent coordination mechanisms by sharing expertise and advocating for an inclusive and dynamic talent coordination framework. Advisory bodies composed of representatives from civil society can play a crucial role in shaping and advising such mechanisms. Through their active participation, these organizations contribute to the effectiveness and inclusivity of talent coordination strategies and foster collaboration between government agencies and society at large.



Acting as a bridge between international talents, relevant government stakeholders and the private sector, civil society can enhance data collection on talent management by enhancing the inclusion of talents' input to needs and gaps evaluations, thereby contributing valuable data-driven insights. By facilitating communication channels and mechanisms that empower talents to provide constructive feedback (through surveys and workshops, skills mapping, etc.) civil society can generate valuable data and advocate for talent representation in informed and inclusive policymaking. Civil society can also play a role on monitoring and evaluation, and advocacy for inclusion and overall social cohesion.



Civil society, including diaspora organizations, play a crucial role in providing information and support to international talent. Through their understanding of the context of the country of destination and the country of origin, they can act as a bridge between international talents and local communities and offer practical guidance on living and working in the country of destination. Diaspora organizations in particular can facilitate the exchange of information and help newcomers navigate their transition. The support they offer may include providing information on essential aspects of life in the country of destination, facilitating networking opportunities and platforms, offering cultural orientation, and providing community support.



While civil society do not play an active role in implementing language training and learning opportunities, they can advocate for free access to language learning, emphasizing the importance of making language training widely accessible. To facilitate integration and transition upon arrival, integration measures (including language support) should ideally begin in the countries of origin. Diaspora organizations have cross-border networks and can therefore support the development of relevant structures in the countries of origin.



### Well-being and Family Support

Civil society involved in promoting social inclusion and integration efforts among talents may have limited capacity to sustain their work. This may be the result of absent or limited funding opportunities, limited access to professionalization opportunities, or the nature of an organization's setup and structure. Despite the challenges they face, civil society and diaspora organizations remain crucial. They come with hands-on and lived experiences from community members, which allows them to provide practical insights and knowledge on key challenges faced by the members/community. Involving such organizations more actively and collecting their input also has the potential to strengthen the evidence-based approach to policy change.

### Professional Development and Opportunities

Civil society can play a crucial role in promoting the enhanced recognition of qualifications and skills through their broad network of actors in both countries of origin and destination, as well as through their direct access to international talents. They can build partnerships and platforms with relevant institutions to address the challenges associated with the recognition of qualifications. Furthermore, they can promote intercultural exchange and understanding within academic institutions and collaborate with companies to create internship opportunities for international talent through international academic collaborations.

### Digital Ecosystem and Bureaucracy

Diaspora organizations in particular can leverage their lived experiences to inform the development of tailored digital services for talents. They can actively engage and consult international talent who have experience navigating bureaucratic obstacles and digital platforms and services. Civil society can thus contribute to the proposed national review of bureaucratic impediments for employing international talents.

### Residency and Branding

Place branding is not only affected by attraction schemes and options for formally residing in each country, but also the general living conditions experienced by talent. Even if not part of the traditional branding efforts, talent, civil society, and diaspora organizations often influence the attractiveness brand through their communications with friends and family considering relocation to the country, also when not having a formal role as talent ambassadors. Talent and diaspora groups may provide information and guidance to their peers and should be actively included in and recognized for this work.

“ It is necessary to **legislate the digital work environment and promote social connection.** ”

- Respondent #1 Remote work survey

“ **Connecting with Diaspora organizations is important as they can provide many of the services in the individual's native language.** ”

- Respondent #2 Remote work survey

“ I am actively looking for **fully remote work so that work does not decide where my children grow.** ”

- Respondent #3 Remote work survey

## Civil society self-assessment – strengths and needs

This section provides a non-exhaustive list of statements for the user of the guidebook to assess own strengths and needs in relation to talent retention and attraction. The statements are guided by the project's recommendations and are meant to inform implementation of activities for enhanced retention. The self-assessment table can therefore be used as a tool to identify existing gaps and appropriate actions that can be taken to better meet the needs.

	Yes	No	Not sure
<b>FOCUS ON TALENT</b>			
<b>Onboarding upon arrival.</b> We offer comprehensive support, as feasible, to international talent and their families upon arrival by providing essential resources, fostering community connections and networking opportunities and facilitate access/referrals to services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Onboarding prior to arrival.</b> We make use of our network in the country of origin to provide information and direct support, as well as referrals to targeted pre-support for aspiring talents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Language learning opportunities.</b> We actively promote language learning opportunities for international talents and their families, and advocate for an inclusive access to language training courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Internships &amp; Study Opportunities.</b> We make active use of our network and strive to build new partnerships with possible employers, to create internship and study/training opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Support &amp; Information.</b> We provide information and direct support to international talents and their family through mentorship programs, cultural orientation, community engagement activities and resource sharing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Service referrals.</b> We refer international talents and their families to relevant partners within our network to provide targeted support/counselling as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FOCUS ON ACCOMPANYING FAMILY</b>			
<b>Well-being.</b> By working closely with relevant stakeholders and continuously evaluating programs and measures, we support the creation of an inclusive environment for international talent where their well-being is paramount.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Skills recognition.</b> We provide guidance and counselling regarding skills recognition for talent and accompanying family members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FOCUS ON PARTNERSHIPS</b>			
<b>Advocacy &amp; Representation.</b> We actively advocate for policies that promote migrant inclusion and social cohesion, recognizing the positive contributions of migrants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Network &amp; Partnerships.</b> We make active use of our partners and networks to advocate for migrant inclusion on all levels in the country of origin. We promote partnership-based cooperation between country of destination and country of origin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Collecting feedback.</b> We actively collect feedback from international talents and their families to inform our outreach and advocacy efforts and enhance the development of targeted support programs and policies. We provide a platform for international talents to share their thoughts, concerns, and ideas, fostering a sense of empowerment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Civil society action points – the implementation phase

This section of the guidebook presents a **customer journey** - a roadmap that outlines key areas of actionable interventions that civil society, including diaspora organizations, can take to better accommodate the needs of arriving talent and accompanying family. The customer journey is divided into **three overarching stages** with corresponding suggested actions civil society can take in each phase. The customer journey in the Guidebook is slightly different from the customer journey presented in the Multi-Situational Report, which views the journey from the talent's perspective.

CUSTOMER JOURNEY PHASES	ACTION POINTS
<p>COUNTRY OF ORIGIN</p>  <p>Pre-departure Phase</p>	<p>1   PRE-DEPARTURE</p> <ol style="list-style-type: none"> <li>1. Become a member of existing <b>Advisory Boards and Bodies</b> where multiple stakeholders are represented, if not already a member.</li> <li>2. <b>Advocate for inclusive and dynamic talent coordination network</b> and share hands-on knowledge and experiences from talent.</li> <li>3. Provide <b>pre-departure orientation</b> and practical guidance about life, culture, and information about the local job market of the destination country.</li> <li>4. <b>Establish contact with relevant partners</b> and possibly <b>talent partnerships</b> in the country of origin to detect challenges associated with skills recognition of talent and/or accompanying family members.</li> </ol>
<p>COUNTRY OF DESTINATION</p>  <p>On-Boarding Phase</p>	<p>2   ON-BOARDING</p> <ol style="list-style-type: none"> <li>1. Provide post-arrival orientation and practical guidance about life, culture, and information about the local job market of the destination country.</li> <li>2. <b>Take active part</b> in informing talent and accompanying family of the possibility to get skills and qualifications recognised formally by the national authorities.</li> <li>3. <b>Participate in feedback collection exercises</b> in coordination with relevant actors.</li> <li>4. <b>Systematically collect feedback</b> from international talent to learn about their living experiences and meeting with the system.</li> <li>5. <b>Actively conduct outreach activities</b> to expand the scope of members when and where applicable.</li> </ol>
 <p>Integration &amp; Social Inclusion Phase</p>	<p>3   INTEGRATION AND SOCIAL INCLUSION</p> <ol style="list-style-type: none"> <li>1. Either <b>provide</b> or refer to language learning modules, including flexible language learning modalities.</li> <li>2. <b>Facilitate cross-border network</b> with the countries of origin or/and with existing contacts.</li> <li>3. Provide <b>guidance on skills recognition</b> in line with legal framework of the national authorities targeting international talents and accompanying family members and assist with connecting them to the appropriate entities for initiating the procedure.</li> <li>4. <b>Establish cooperation and partnerships</b> with the relevant actors such as municipalities, private and public employment sectors to facilitate talent and the family's integration into the society, including <b>offering job-matching internships and student jobs</b>.</li> <li>5. <b>Integrate talent retention</b> as a part of the organization's <b>branding strategy</b> and contribute to local branding strategies where and when applicable, e.g., on city level.</li> <li>6. <b>Encourage</b> accompanying families including partners and spouses to participate in dual career networks.</li> <li>7. <b>Promote</b> social cohesion, including fostering meaningful contacts and mutual understanding between newcomers and community members, including through social mixing or other community-based activities.</li> </ol>

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