

English summary
of Fafo-rapport 2022:03

Setting the course Measures to achieve consistent quality in the introduction programme

**Standardised elements in the
Introduction Programme for Refugees
Sub-report 1**

national authorities' notions of what these standardised elements should contain and how they should function in the introduction programme have changed over time, from its inception in 2017 to the launch in 2021. While the ministry initially wanted the development of standardised elements to provide both 'building blocks' and an overall structure for different pathways for different participants, the latter ambition has now been ensured through the amendments to the Integration Act. Different pathways for different participants are now ensured through the Act's requirements for differentiated lengths and end goals for different groups of participants, mainly structured according to previous education and training, and existing skills. The standardised elements were therefore developed in the form of recommendations and tools for various types of content that can or should be included in the introduction programme for different participants.

The Directorate of Integration and Diversity and Skills Norway (now the Directorate for Higher Education and Skills) have led the work on producing the standardised elements, but a broad range of agencies from various services and government levels have also been involved in the development process. It is nevertheless clear that the process has been strongly influenced by political signals that have decided the priorities as well as the specific elements to be developed. The development of the standardised elements therefore appears to be a top-down process, although with some room for expert input and adjustments of their content and form.

The national authorities' expectations

There are high expectations when it comes to the changes that the standardised elements are to achieve in the introduction programme. The recommendations and tools provided by the standardised elements are meant to better target the introduction programme and raise the skills among those who implement the various measures and activities that will be included in the programme and improve the coordination between these sets of actors. The ministry expects the standardised elements to help even out the quality variations between different municipalities that offer introduction programmes, to ensure a consistently high programme quality. The standardised elements are also expected to constitute a useful tool for programme advisors who need to plan for different qualification pathways, as well as for other staff in the municipalities and elsewhere who implement the various elements.

We have taken a detailed look at the authorities' expectations regarding five standardised elements that we will monitor in the years to come: Coping with Life in a New Country, Guidance Programmes for Parents, Work Placement, Fast Track and Digital Skills. While the authorities generally expect these to raise the quality, effectiveness and coherence in the participants' programme and improve

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Hanne C. Kavli, Ragna Lillevik and Maria Gussgard Volckmar-Eeg

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