TALENT HUB GUIDEBOOK

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

May 2024

CONTENTS

Chapter I provides an introduction and overview of the Guidebook as well as a summary of the Talent Hub Recommendations to which the rest of the Guidebook refers.

Chapter II describes the role of different stakeholders in relation to the main areas of the recommendations and suggests interventions for improved retention and talent management. The chapter is grouped by selected stakeholders: employers/companies, municipalities and local authorities, government authorities, educational institutions, trade unions and civil society, including diaspora organizations.

Chapter III outlines the recommended actions in accordance with the expected implementation within a short, medium, and long-term timeframe.

Chapter IV provides an overview of good and inspirational practices within the realm of talent retention and attraction and draws on examples from various countries within the EU.

CHAPTER I

INTRODUCTION AND READING GUIDE

I. Introduction and Reading Guide

This Guidebook has been produced under the project: "Talent Hub: Supporting Copenhagen Capacity to strengthen retention and EU-mobility of skilled migrants[1] through collaborative multi-country coordination on talent retention and circulation in the EU." The Talent Hub project is implemented by the IOM offices in Denmark and Germany in cooperation with Copenhagen Capacity and the European Commission's Directorate-General for Structural Reform Support (DG REFORM). The action is funded by the European Union via the Technical Support Instrument (TSI).

I.1. Reading guide

The Guidebook is part of three Talent Hub products and is therefore linked to the Talent Hub Multi-Situational Report as well as the Talent Hub Recommendations, both published as separate documents.

The Multi-Situational Report provides the background and basis for the development of the recommendations, and both have informed the development of the current Guidebook. The Guidebook strives to bridge the gap from the recommendations to implementation by presenting concrete suggestions on retention activities seen from different perspectives, notably the role of different stakeholders in relation to the recommendations.

For a full list of literature consulted for the production also of the current Guidebook, please refer to the bibliography included in the Talent Hub Multi-Situational Report.

The Talent Hub project has presented 34 talent retention recommendations to Copenhagen Capacity, divided into three systemic and five thematic areas. The recommendations are shortly outlined in chapter I below to facilitate the use of the Guidebook. For the detailed recommendations, please refer to the Talent Hub website on https://denmark.iom.int/talent-hub-eu or https://germany.iom.int/talent-hub-eu.

While the current document serves as a practically oriented guidebook, IOM acknowledges that any potential intervention and its realization depend on needs and national context, existing capacity, the stakeholder mandate, and other factors. Also, what might apply to one specific stakeholder within a country, may not necessarily apply equally to all similar stakeholders in the same or other countries. Rather than providing a list of exhaustive action points for each recommendation presented in the Talent Hub Recommendations, the Guidebook can be understood as an inspirational tool meant to frame and develop possible actions.

The Guidebook has been designed to contain be modular in allowing the reader to access the Guidebook not only in its entirety but also just selected chapters according to context and purpose.

All products produced under the Talent Hub Project are available online on the Talent Hub Website.

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[1] Within the Talent Hub Project reference to talent TCNs shall be understood as mid- to highly skilled non-EU migrants that have come to the EU area for the purpose of work or studies.

I.2.   Objective

The aim of the guidebook is to provide key stakeholders with inspiration, practical examples and guidance for the design and implementation of talent retention, nurturing, and circulation initiatives. It does so also by showcasing selected practices and practical experiences collected by IOM during the work on the Multi-Situational Report and the recommendations. Although the accompanying reports in the same series mainly focus on Denmark and Germany, the guidebook has as point of departure been designed to be applicable to different EU contexts and stakeholders seeking guidance on talent retention in their national contexts.

By organizing the guidebook into modules focusing mainly on different stakeholders, but making use of the same structure throughout, the Guidebook on the one hand attempts to provide suggestions as to what specific stakeholders may do to enhance retention, on the other hand, it holistically demonstrates the interconnectedness between different recommendations across stakeholders as well as the relations between different recommendations.

The talent journey has been integrated into the guidebook aligning each module with key phases of the talent journey to support the holistic approach to talent retention. This is intended to allow stakeholders to design and implement tailored initiatives addressing gaps and needs at each stage of the journey while understanding the overall interconnectedness of the steps the journey.

I.3.   Outline

The **Guidebook** chapters present the implementation of the recommendations from different angles to capture the complexity of the retention topic, the heterogeneity of talents and stakeholders, and adequate responses in respect of each stakeholder's mandate, while still trying to consider retention in a holistic manner. It is however noted that implementation of retention actions, applicable stakeholders, legislation, and mandates will differ according to national context, wherefore the users of the Guidebook may have to map the contents of the Guidebook to their specific context.

Chapter I provides the introduction and a short overview of the structure of the recommendations that are used and reflected in the stakeholder sections. **Chapter II** describes the role of different stakeholders in relation to the main areas of the recommendations and suggests interventions for improved retention and talent management. The chapter is divided into five sections each focussing one stakeholder: employers/companies, municipalities and local authorities, Government authorities, educational institutions, trade unions and civil society, including diaspora organizations. Each stakeholder section provides a brief introduction of the linkages between the proposed recommendations in summary for each systemic and thematic area, a needs-assessment check list, and possible actionable interventions during the customer journey.

Chapter III, Interventions by Timeframe, looks at the estimated timeframe for the implementation of the main recommendations. This chapter is not grouped by stakeholders but according to the assessed timeframe of the project recommendations (short, medium, and long term).

The Guidebook concludes with **Chapter IV** on Good Practices and Inspiration collects examples of various practices and inspiration collected by IOM during the research on the project.

I.4   The voice of talent

It is central to IOM's recommendations produced under the Talent Hub project that stakeholders should do more to collect data on talent management and movement, including intra-EU mobility, involve talent in cooperation and coordination structures, and listen to the voice of talent already in the country. Exemplifying this and to inform the development of documents under the project, IOM launched two different surveys, the "**Remote Work & Digital Nomad Survey**" from 9 to 22 November[2] 2023 and the "**International Talent Attraction & Retention Survey**" from 5 to 19 December 2023[3] to gather

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[2] A total of 68 respondents participated in the online *Remote Work & Digital Nomads Survey* in November 2023, of which 49 responded as employees (72%), and 10 as employers (28%). The respondents represented the private public, and non-profit sector.
[3] A total of 110 respondents participated in the online *International Talent Attraction & Retention Survey* in December 2023. Of those, 76 (69%) of them lived in Germany by the time the survey was completed, 32 in Denmark (29%), and remaining 2 outside of EU.

current information about the lived experiences of talent and employers. As follow-up to the latter survey, IOM further arranged interviews with some talent representatives in Denmark and Germany.

The input from the surveys and interviews has been incorporated into the recommendations and the current Guidebook, also when not explicitly indicated. IOM has included selected quotes and statements from the surveys throughout the Guidebook.

For more details on the surveys, please visit IOM's websites at https://denmark.iom.int/talent-hub-eu or https://germany.iom.int/talent-hub-eu.

I.5.   Methodology

The Guidebook is based on a variety of sources: the literature review used especially for the formulation of the Multi-Situational Report and the Recommendations, stakeholder consultations in Denmark, Germany, and other EU countries, as well as talent surveys and interviews with talent. The multi-faceted approach to information and data collection is meant to support a practical guidebook that addresses the nuances of talent attraction and retention across various stakeholders and sectors in a holistically consistent manner. While the guidebook strives to provide guidance that is logical, consistent, and replicable, the contents may still have to be mapped and adapted to the user's specific context. Any unclarities or shortcomings are the responsibility of the authors only.

I.6.   Systemic and thematic areas – an overview

Under the Talent Hub project, IOM has formulated and presented to Copenhagen Capacity a list of 34 recommendations — or proposed interventions — for enhanced talent retention. Based on literature review and inputs from stakeholders in Denmark, Germany, and other countries, the recommendations are meant to serve as an inspirational catalogue for change in Copenhagen Capacity's future work on enhancing retention in Denmark.

The recommendations are divided into eight areas, consisting of **three systematic areas,** (Coordination, Support and Structures; Collection of Information and Data; Access to Information and Services) and **five thematic areas** (Language Training and Learning; Well-Being and Family Support; Professional Development and Opportunities; Digital Systems and Bureaucracy; Residency and Branding).

Systemic areas primarily refer to the overarching, systemic talent management structures and practices in the country, whereas thematic areas refer to topics of more personal relevance for talents and their families. Each area contains specific recommendations that may have sub-recommendations and/or apply to different stakeholders in different ways. The systemic and thematic areas are depicted in the adjacent figures on this page.
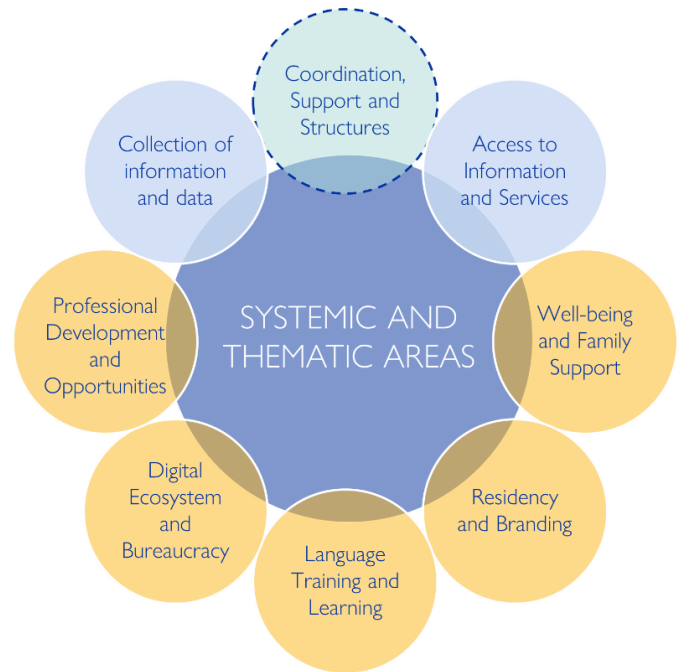
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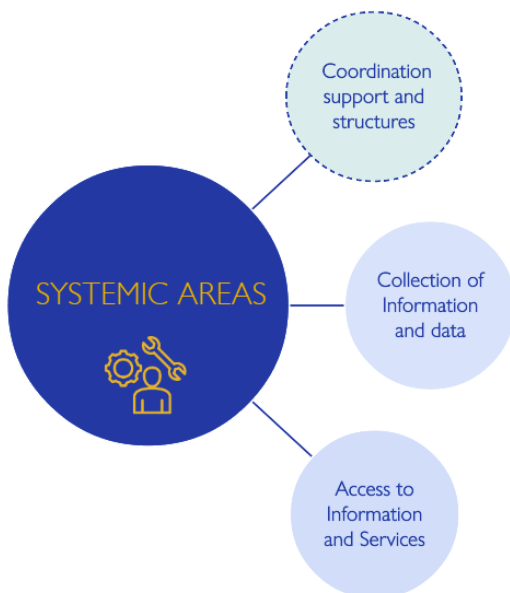
Figure 2. Systemic Areas
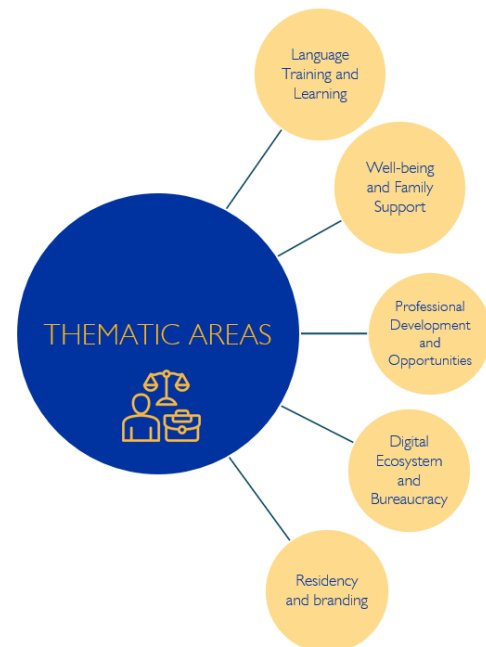
Figure 3. Thematic Areas

The Guidebook strives to depict the relevance of the systemic and thematic areas to selected stakeholders, and how the recommendations may be operationalized by the same stakeholders. For reference, a full list of the recommendations is included hereunder. Readers interested in a more detailed description of the recommendations may consult the full document available on https://denmark.iom.int/talent-hub-eu or https://germany.iom.int/talent-hub-eu.

I. COORDINATION, SUPPORT AND STRUCTURES

I.1: Establish national talent coordination mechanisms and strategy

I.2: Acknowledge commonalities between integration, inclusion and retention and adapt policies accordingly

I.3: Offer coaching and practical guidance on international talent management to stakeholders

I.4: Provide needs assessment and strategy development tools for the use of stakeholders

I.5: Analyse potential to join or facilitate EU level Talent initiatives such as the EU Blue Card, Talent Pool and Talent Partnerships

I.6: Relaunch revised Green Card pilot scheme (Denmark)

II. COLLECTION OF INFORMATION AND DATA

II.1: Consistently collect and analyse national and EU data on talent management and retention for evidence-based policies

II.2: Establish publicly accessible portal with information and updates on talent management programming for stakeholders

II.3: Evaluate existing labour schemes and stakeholder mandates to identify needs and gaps

II.4: Implement feedback mechanism for migrant workers for adaptation and improvement of policies and measures

III. ACCESS TO INFORMATION AND SERVICES

III.1: Enhance outreach efforts to TCN talent in the EU on national labour pathways

III.2: Redesign digital portals with talent relevant information for enhanced, multilingual accessibility (website, app, videos) for talent

III.3: Establish and expand International Citizen Service (ICS) centres / offline one-stop-shops across the country.

THEMATIC AREAS

IV. LANGUAGE TRAINING AND LEARNING

IV.1: Remove or extend the five-year limit for free language classes (Denmark)

IV.2: Revise administrative restrictions on free language training.

IV.3: Diversify tuition and inform coherently on language training offers

V. WELL-BEING AND FAMILY SUPPORT

V.1: Provide pre- and post-arrival establishment support to incoming talent and families

V.2: Increase the number of international spots for pupils in Danish schools and support school onboarding

V.3: Provide practical job and study seeking guidance and networking opportunities for accompanying family members

V.4: Support talent and family engagement in local communities and organizations

VI. PROFESSIONAL DEVELOPMENT AND OPPORTUNITIES

VI.1: Facilitate qualification and skills validation of accompanying family members

VI.2: Lower admission threshold to Denmark for selected occupations and support post-arrival upskilling

VI.3: Promote internship opportunities and study relevant jobs for international students

VI.4: Expand vocational and academic Bachelor level English language education opportunities

VI.5: Implement flexible policies for changing employer and nurturing existing, international staff

VI.6: Review existing policies and practices for recognition of high-demand and regulated professions

VII. DIGITAL ECOSYSTEM AND BUREAUCRACY

VII.1: Promote digitalization in access to public sector information and services

VII.2: Review bureaucratic impediments for employing international talent

VII.3: Review current legislation and policies related to cross-border remote work and digital nomads

VIII. RESIDENCY AND BRANDING

VIII.1: Promote durable conditions for obtaining permanent residence and citizenship

VIII.2: Facilitate entry and residency access for intra-EU mobile talent

VIII.3: Actively use country and place branding for attraction and retention.

VIII.4: Counteract xenophobic narratives and promote the positive contribution of talent

VIII.5: Analyse and review the destination country's relative policy standing and attractiveness vis-à-vis neighbouring countries.

CHAPTER II

STAKEHOLDERS AND ACTORS

II.   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
FOCUS ON TALENT			
Onboarding upon arrival. We start the onboarding process of incoming internationals and their families already in the country of origin.	☐	☐	☐
Onboarding prior to arrival. We provide onboarding prior to the incoming internationals' arrival (information and preparation).	☐	☐	☐
Pre-arrival language learning. We offer pre-arrival language and other preparatory training to talent and their families.	☐	☐	☐
Collecting feedback. We collect feedback and data on our international employees and adapt our practices and strategy if something could be improved.	☐	☐	☐
Internships & study opportunities. We offer internships and study job opportunities to international students in cooperation with education institutions.	☐	☐	☐
Professional Growth opportunities. International talent working for us have equal possibilities for professional development and job change as the national employees.	☐	☐	☐
FOCUS ON ACCOMPANYING FAMILY			
Network. We have procedures and networks in place to help spouses and partners find jobs.	☐	☐	☐
Referrals to services. We refer arrived talent and their families to support by the municipal Settlement Consultants[4] or other external support services.	☐	☐	☐
Well-being. 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.	☐	☐	☐
Language learning opportunities. We promote language learning to talent and their families through information provision to talent and cooperation with local language schools.	☐	☐	☐
FOCUS ON PARTNERSHIPS			
Talent partnerships. We have well-established talent partnerships with the local municipality, cities, private sector employers, and other relevant partners.	☐	☐	☐
Strategy. We have a company-specific strategy for retention and attraction of international talent.	☐	☐	☐
Network with partners. We make active use of our partners and networks to refer talent and their families for extra guidance and support.	☐	☐	☐
International talent partnerships. We have focus also on international talent partnerships and cooperation, including but not limited to cooperation with other businesses within the EU.	☐	☐	☐
Support & Information. We know where to seek help and information If we do not have internal capacity to assist talent and their families.	☐	☐	☐
Support option information. We inform incoming talent of the support options available to them by the municipality and other partners.	☐	☐	☐

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[4] Bosætningskonsulenter in Danish, i.e. municipal focal points.

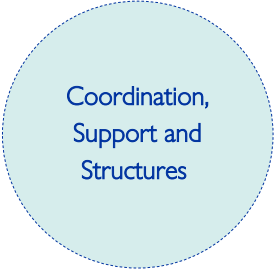# Employer/company action points – the implementation phase

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
COUNTRY OF ORIGIN Pre-departure Phase	**1 | PRE-DEPARTURE** 1. **Engage with local municipality** to offer services to incoming talent such as settlement consultants. 2. **Build an attraction brand** together with local partners. 3. **Refer** 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. 4. **Offer online and preparatory language** learning opportunities in cooperation with municipalities and language schools. 5. **Offer pre-arrival language training and** orientation to talent and families (online) in cooperation with relevant language learning providers. 6. **Provide both pre- and post-arrival establishment support** and guidance to incoming talent and families, including but not limited to housing, professional development, and information on schooling opportunities for children.
COUNTRY OF DESTINATION On-Boarding Phase	**2 | ON-BOARDING** 1. **Systematically** inform incoming talent of the benefits of learning Danish. Also, those who think they might not stay in the country for long. 2. **Guide incoming talent and families** on options for having their qualifications assessed. 3. **Offer internship opportunities** and study relevant jobs for international students.
Integration & Social Inclusion Phase	**3 | INTEGRATION & SOCIAL INCLUSION** 1. **Acknowledge** that integration and inclusion of international staff is directly related to retention. 2. **Collect talent data and feedback** to contribute to larger data collection exercises and to support international staff. 3. **Offer flexible language** learning opportunities in cooperation with municipalities and language schools, also during the working day. 4. **Consider both talent and the family** in the international recruitment. If the family is not satisfied in Denmark, talent may not want to stay. 5. **Collect feedback** from and listen to talent, also before they intend to leave. 6. **Offer professional counselling** on prospects and job opportunities in other locations and contexts. 7. **Facilitate networking activities** for staff in support of their integration and inclusion into surrounding society.

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,[5] 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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[5] 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
FOCUS ON TALENT			
Coordination. Within our partnerships with language schools, we can offer or refer to flexible learning modalities including online modules to talents wishing to learn Danish.	☐	☐	☐
Prior to arrival (pre-orientation). 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.	☐	☐	☐
Post arrival (post-orientation). 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.	☐	☐	☐
Post arrival (post-orientation). We provide information about the rights related to the access to services either via e-mail or face-to-face.	☐	☐	☐
FOCUS ON ACCOMPANYING FAMILY			
Information. We have developed an information guide targeting newcomers regarding life in Denmark and practical information regarding settling in our municipality.	☐	☐	☐
Capacity. We have the capacity to provide guidance and support regarding employment for accompanying spouse/partners seeking employment.	☐	☐	☐
Referral mechanism. 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.	☐	☐	☐
Workflow. We can easily refer our citizens (talents) to the appropriate entity for support if requested.	☐	☐	☐
FOCUS ON PARTNERSHIPS			
Partnerships. We have well-established talent partnerships with the local cities, private sector employers, and other relevant partners e.g., agencies.	☐	☐	☐
Talent Strategies. We have developed a local talent strategy or guidance material that targets companies recruiting international labour force.	☐	☐	☐
Collecting feedback. We have established a feedback mechanism that allows our newcomers to file concerns either online or offline.	☐	☐	☐
International talent partnerships. 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	☐	☐	☐

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
COUNTRY OF ORIGIN Pre-departure Phase	**1 | PRE-DEPARTURE** 1. **Offer flexible** language learning opportunities in cooperation with public and private employers and language schools, for more flexible learning opportunities during the working day. 2. **Offer pre-arrival** language training to talent and families online. 3. **Provide both pre- and post-arrival** 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. 4. **Advise** incoming talent and families on housing opportunities and **assist** in identifying available housing.
COUNTRY OF DESTINATION On-Boarding Phase	**2 | ON-BOARDING** 1. **Systematically inform** incoming talent of the benefits of learning Danish. Also, those who think they might not stay in the country for long. 2. **Guide** incoming talent and families on options for having their qualifications assessed. 3. **Establish** focal points such as settlement consultants to help international newcomers and **inform** both employers and the talent of the services available and housing alternatives.
Integration & Social Inclusion Phase	**3 | INTEGRATION AND SOCIAL INCLUSION** 1. **Establish a feedback mechanism** that allow newcomers to easily express their concerns, needs and questions either online or on-site in the ICS. 2. **Acknowledge** that migrant workers may need (additional) support particularly in case of identified vulnerabilities. 3. **Assess availability of flexible language learning arrangements** including online modalities, to easier refer newcomers to different types of language learning options. 4. In partnership with language schools and internationally recruiting companies, **develop flexible language learning modalities** to be offered during working hours as well as online modalities. 5. **Deploy Settlement Consultants** and designate settlement consultants as needed to respond to needs and inquiries from the foreign newcomers. 6. **Engage in** 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.

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.[6]

> *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

> *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**.*

- Respondent from Germany #5

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[6] 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
FOCUS ON TALENT			
Support. 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.	☐	☐	☐
Tools. We have developed tools than can help municipalities and hiring companies to develop orientation packages as part of their onboarding process either for pre-departure or post-arrival orientations.	☐	☐	☐
Modalities of language learning. 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.	☐	☐	☐
Collecting information. We systematically and regularly roll out exercises to assess the usefulness and effectiveness of the local Danish learning outcomes through surveys and user feedback.	☐	☐	☐
Feedback mechanism. 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.	☐	☐	☐
Collecting feedback. We regularly collect feedback from talent through existing channels or plan to do so.	☐	☐	☐
FOCUS ON ACCOMPANYING FAMILY			
Family. Accompanying family members to talent is a focus in our work.	☐	☐	☐
Integration support. We have well-established structures in place that allow us to assess whether the newcomer needs special care or assistance (coordinated with municipality).	☐	☐	☐
FOCUS ON PARTNERSHIPS			
Inter-ministerial working groups. We have established a cross-ministerial and working group/task to facilitate discussions relating to labour migration and talent management.	☐	☐	☐
Coordination. 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.	☐	☐	☐
Strategy. 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.	☐	☐	☐
Branding. We have developed a branding strategy to promote Denmark as a career destination in cooperation with local municipalities and/or companies.	☐	☐	☐
Local Talent Partnerships. We have well-established talent partnerships with municipalities, cities, private sector employers, and other relevant partners (for example Best Practices networks).	☐	☐	☐
International talent partnerships. We also have a focus on international talent partnerships and cooperation, including but not limited to cooperation with neighbouring countries and within the EU.	☐	☐	☐
Support Services. We have regular consultations with the municipalities, ICSs, companies, and other relevant parties to identify challenges regarding provision of services to newcomers (talent).	☐	☐	☐

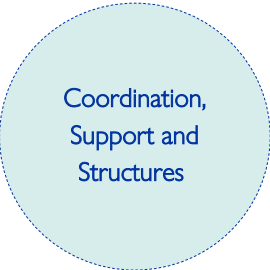# Government authority action plan – the implementation phase

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
COUNTRY OF ORIGIN Pre-departure Phase	**1 | PRE-DEPARTURE** 1. In coordination with relevant actors, **develop and formulate a directional nationwide Talent Strategy** 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. 2. Apply **a whole-of-government and inclusive approach** in the work of talent management, by inviting multi-levelled/different stakeholders. 3. Take the lead in creating a **national talent coordination hub** in partnership with relevant actors, including coordinating the responses, e.g. through the establishment of an inter-ministerial working group or steering committees. 4. **Initiate analysis and reviews of opportunities** to engage in EU level talent cooperation, while assessing the practical steps. 5. **Engage** in international talent partnerships with countries of origin and EU Member States.
COUNTRY OF DESTINATION On-Boarding Phase	**2 | ON-BOARDING** 1. **Collect information and data** 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. 2. **Collect feedback** from talent, municipal actors, hiring companies, trade unions, and educational institutions regarding the experience with integration, language learning etc. 3. Consider **establishing a central, multi-lingual, and digitally innovative** information resource platform linking to existing regional and local information sources to ease the access to all information available for the newcomer.
Integration & Social Inclusion Phase	**3 | INTEGRATION AND SOCIAL INCLUSION** 1. **Offer more flexible language** learning modalities for talent and accompanying family members. 2. **Evaluate** state-funded language learning modules to assess their effectiveness and efficiency systematically. 3. **Ensure**, in coordination with relevant actors (e.g., municipalities) that talent is well-informed about the right to state-funded language learning possibilities. 4. Offer **capacity-building to employers** without pre-existing exposure to talent management or limited HR capacity. 5. **Review policies and practices regularly** for the recognition and authorization of professionals in areas of high demand, to ensure smooth application of the rule.

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 students 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
FOCUS ON TALENT			
Support Services. 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.	☐	☐	☐
Tailored Services. 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.	☐	☐	☐
Resources. 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.	☐	☐	☐
FOCUS ON ACCOMPANYING FAMILY			
Language Learning and Integration Programs. We support other educational institutions in offering language learning and cultural integration programs for international talent and their families.	☐	☐	☐
Information Collection and Analysis. We work in coordination with other educational institutions and other partners for effective attraction and retention of international students and talent.	☐	☐	☐
Collect Information. 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.	☐	☐	☐
FOCUS ON PARTNERSHIPS			
Participation. We actively participate in coordination mechanisms and strategies with other educational institutions for national talent management.	☐	☐	☐
Coordination. We ensure effective coordination with national and local partners to attract and retain international students and talent.	☐	☐	☐
Tools. 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.	☐	☐	☐
International talent partnerships. We have focus also on international talent partnerships and cooperation, including but not limited to cooperation with other educational institutions within the EU.	☐	☐	☐

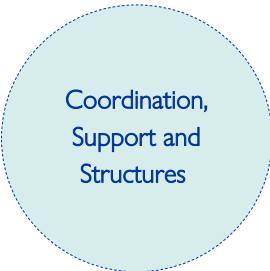# Educational institution action points – the implementation phase

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
COUNTRY OF ORIGIN Pre-departure Phase	**1 | PRE-DEPARTURE** 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. 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. 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.
COUNTRY OF DESTINATION On-Boarding Phase	**2 | ON-BOARDING** 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. 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.
Integration & Social Inclusion Phase	**3 | INTEGRATION AND SOCIAL INCLUSION** 1. **Collect feedback systematically and regularly** from foreign students and personnel regarding their experience with internationalisation, needs and gaps. 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. 3. **Assess** work and labour conditions carefully when identifying potential partnerships with companies to ensure rights are upheld for the student. 4. **Make information** about social and professional activities available easily for students. 5. **Participate and engage** in existing talent management coordination hubs or networks to exchange knowledge and practical experiences with other relevant actors. 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. 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.

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
FOCUS ON TALENT			
Outreach. We focus on reaching out to and increasing our membership base amongst talent and other international employees in order to represent them.	☐	☐	☐
Services in English. We offer services and support to talent in English and other relevant languages.	☐	☐	☐
Website in English. Our website and information materials on the work we do are available in English and other relevant languages.	☐	☐	☐
Information and Rights. We contribute to upholding migrants' rights by informing them of national labour market structures and their rights.	☐	☐	☐
FOCUS ON ACCOMPANYING FAMILY			
Job advice. We offer job advice, mentoring, skills recognition advice and other opportunities also for talents' spouses and partners.	☐	☐	☐
Career fairs. We actively invite both talent and the family to participate in career fairs, e.g., in coordination with our partners.	☐	☐	☐
FOCUS ON PARTNERSHIPS			
Strategy. Our organization has a formulated strategy and goals for engagement with international talent, including students.	☐	☐	☐
Collecting data. We contribute to national data collection efforts, talent strategies and coordination	☐	☐	☐
English option. We work with our partners to develop English-language educational opportunities also for talent within our branch.	☐	☐	☐
Reviewing procedures. We work with our partners to review current procedures for qualification recognition and possibly authorization.	☐	☐	☐
Talent Coordination Network. We have established *or* are a part of existing talent coordination networks with private and public partners relating to the branch we represent.	☐	☐	☐
International talent partnerships. We have focus also on international talent partnerships and cooperation, including but not limited to cooperation with other trade unions within the EU	☐	☐	☐

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
COUNTRY OF ORIGIN Pre-departure phase	**1 | PRE-DEPARTURE** 1. **Include** international talents and students in **outreach activities.** 2. **Formulate and develop union specific, forward-looking talent strategies** in coordination with relevant actors. 3. **Contribute with information** and updates relevant to talent management stakeholders. 4. **Participate** in pre-departure onboarding orientations if organised by other actors such as educational institutions or hiring companies.
COUNTRY OF DESTINATION On-Boarding Phase	**2 | ON-BOARDING** 1. **Participate** in post-arrival onboarding orientations if organised by other actors such as educational institutions or hiring companies. 2. **Provide legal guidance**, **counselling, job guidance and advice** to international talent and accompanying family. 3. **Implement a rights-based approach** to counselling of talent and accompanying family members.
Integration & Social Inclusion Phase	**3 | INTEGRATION AND SOCIAL INCLUSION** 1. **Support with advocating** for flexible language learning modalities. 2. **Establish contact points** 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. 3. **Provide guidance** on skills recognition procedures for international talent and accompanying spouse/partner/family including guidance on **upskilling options, academic and vocational opportunities.** 4. **Support professional development** by working for flexible job change options for international talent. 5. **Ensure easy access** to information and support through digital platforms and provide the option of virtual counselling. 6. **Provide** inputs for branding initiatives in coordination with relevant actors.

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

Coordination, Support and Structures

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.

Collection of Information and Data

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.

Access to Information and Services

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 in the country of destination, facilitating networking opportunities and platforms, offering cultural orientation, and providing community support.

Language Training and Learning

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
FOCUS ON TALENT			
Onboarding upon arrival. 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.	☐	☐	☐
Onboarding prior to arrival. 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.	☐	☐	☐
Language learning opportunities. We actively promote language learning opportunities for international talents and their families, and advocate for an inclusive access to language training courses.	☐	☐	☐
Internships & Study Opportunities. We make active use of our network and strive to build new partnerships with possible employers, to create internship and study/training opportunities.	☐	☐	☐
Support & Information. We provide information and direct support to international talents and their family through mentorship programs, cultural orientation, community engagement activities and resource sharing.	☐	☐	☐
Service referrals. We refer international talents and their families to relevant partners within our network to provide targeted support/counselling as needed.	☐	☐	☐
FOCUS ON ACCOMPANYING FAMILY			
Well-being. 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.	☐	☐	☐
Skills recognition. We provide guidance and counselling regarding skills recognition for talent and accompanying family members.	☐	☐	☐
FOCUS ON PARTNERSHIPS			
Advocacy & Representation. We actively advocate for policies that promote migrant inclusion and social cohesion, recognizing the positive contributions of migrants.	☐	☐	☐
Network & Partnerships. 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.	☐	☐	☐
Collecting feedback. 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.	☐	☐	☐

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
COUNTRY OF ORIGIN Pre-departure Phase	**1 | PRE-DEPARTURE** 1. Become a member of existing Advisory Boards and Bodies where multiple stakeholders are represented, if not already a member. 2. Advocate for inclusive and dynamic talent coordination network and share hands-on knowledge and experiences from talent. 3. Provide pre-departure orientation and practical guidance about life, culture, and information about the local job market of the destination country. 4. Establish contact with relevant partners and possibly talent partnerships in the country of origin to detect challenges associated with skills recognition of talent and/or accompanying family members.
COUNTRY OF DESTINATION On-Boarding Phase	**2 | ON-BOARDING** 1. Provide post-arrival orientation and practical guidance about life, culture, and information about the local job market of the destination country. 2. Take active part in informing talent and accompanying family of the possibility to get skills and qualifications recognised formally by the national authorities. 3. Participate in feedback collection exercises in coordination with relevant actors. 4. Systematically collect feedback from international talent to learn about their living experiences and meeting with the system. 5. Actively conduct outreach activities to expand the scope of members when and where applicable.
Integration & Social Inclusion Phase	**3 | INTEGRATION AND SOCIAL INCLUSION** 1. Either provide or refer to language learning modules, including flexible language learning modalities. 2. Facilitate cross-border network with the countries of origin or/and with existing contacts. 3. Provide guidance on skills recognition 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. 4. Establish cooperation and partnerships with the relevant actors such as municipalities, private and public employment sectors to facilitate talent and the family's integration into the society, including offering job-matching internships and student jobs. 5. Integrate talent retention as a part of the organization's branding strategy and contribute to local branding strategies where and when applicable, e.g., on city level. 6. Encourage accompanying families including partners and spouses to participate in dual career networks. 7. Promote social cohesion, including fostering meaningful contacts and mutual understanding between newcomers and community members, including through social mixing or other community-based activities.

CHAPTER III

INTERVENTIONS BY TIMEFRAME

III. Interventions by Timeframe

This section of the guidebook outlines the recommended actions according to the expected implementation timeline and as such attempts to look at the recommendations from a different perspective than the thematic or stakeholder one. The timeframe is divided into 'short-term', 'medium-term', and 'long-term', i.e. whether talent management stakeholders would be able to initiate the actions on shorter, medium, or only long term. The timeframe assessment has been developed by IOM in cooperation with Copenhagen Capacity and is an estimate that may vary according to national and political context. As the estimated implementation timeframe may also be relative to other recommendations, IOM has not indicated the duration – as for example the number of months – applicable to the different timeframes. The estimations have been done primarily based on the Danish context; wherefore other timelines might apply in other European EU Member States (EUMS). The related recommendations are indicated in the brackets

III.1. Short-term interventions

SHORT-TERM

The **short-term** perspective includes recommendations and actions that might not require legal or major structural changes. This includes inter alia preparatory reviews and analysis components of recommendations that are otherwise long-term interventions, or practical adjustments of existing practices. A recommendation containing both a short-term review and a long-term action component may therefore be described in more than one section of this chapter. Even so, adjustments to current practices might require managerial or organizational decisions.

Coaching, **guidance** and **information** on talent attraction and retention should be developed by and for talent management stakeholders, especially those with lesser capacity or who are new to talent management. To the extent that the guidance and tools already exist, these should be advocated and made **available centrally** (I.3).

Also on short term, an **analysis** could be launched to review options to facilitate practical access of **EU Blue Card holders** to the Danish labour market and other practical engagements with EU level joint initiatives (e.g. proposed EU Talent Pool), enhanced **intra-EU circulation** of Third Country National (TCN) talent including learning mobility, without requiring major legal changes (I.5). The review could feed into enhanced **outreach** to TCN Talent on their options for moving to Denmark and accessing the Danish labour market (III.1, VIII.2). Enhanced outreach to TCN Talent can be supported by developing **place and country branding**, also by smaller municipalities and cities promoting issues known to be of importance for attraction and retention of talent but attainable also in smaller communities (VIII.3).

Another short-term but impactful analysis effort would be a 360-degree **review of current labour migration schemes and mandates**, including input from talent management stakeholders to determine if schemes as well as mandates are fit-for-purpose and address current and expected labour market needs (II.3). This might also include a review of **bureaucratic impediments** for attraction and retention of talent (VII.2). A comprehensive review could likewise cover current policies and practices for **recognition of regulated professions** (VI.6).

In support of retention efforts and development of **evidence**-based policies and actions, **data** on the profiles, movements and motivations of talents and their families should be consistently collected by labour market researchers, published, and used by stakeholders to develop and target talent management efforts (II.1).

While several interventions on the topic of **language learning** and training may require legal changes and therefore be longer-term, a short-term intervention includes assuring that all talent and their families, including students, are **consistently informed** by all stakeholders of the offer of language training and its benefits with regards to integration, employment, and professional

development (IV.3). Extending the offer of language training from basic language skills to more vocational language training could also support labour market integration.

The link between professional development opportunities and retention is paramount also for the accompanying family, in particular spouses and partners who may move only as a result of their partners' job. Starting already **before the arrival** of the family, families should be **guided on job opportunities** in Denmark and, as feasible, referred to specific job opportunities. The support should be continued after arrival and include possibilities for assessment of qualifications etc. (V.3). Central for the retention of **international students** are possibilities to access **internships, student job opportunities** and other academic and professional opportunities (VI.3).

Recognizing however not only the retention impact of professional opportunities but also the centrality of **personal networks and a social life**, talent and families could be supported also to access off-work activities such as organizations, sports clubs and other inclusion and integration related activities (V.4). Enhanced focus on integration and inclusion also of international talent could be supported by active promotion of the **positive contribution** of talent and other migrants as well as the value and diversity talents bring to society (VIII.4).

III.2. Medium-term interventions

MEDIUM-TERM

Under **medium-term** actions are included as for example establishment of new structures and tools, formulation of strategies as well as more fundamental changes to existing structures and procedures, including the involvement of additional stakeholders and establishment of new coordination mechanisms. Recommendations under medium term may be supported by already implemented short term actions.

The most fundamental action on medium term with potential impact on all other areas is the proposal to formulate an inclusive and forward-looking national **talent strategy** to provide policy direction on talent attraction and retention in a **holistic and coordinated manner**. The strategy should incorporate input from multiple stakeholders and support the establishment a national, **whole-of-government coordination mechanism** for inclusive and efficient actions and policy developments (I.1). The collection of input and feedback from stakeholders should however include the **voice of talents** and other migrant workers (II.4). The development of national talent policies and strategies will facilitate analysis and understanding of the country's talent management policies relative to those of the **neighboring countries** and what can be done both to enhance own attractiveness efforts as well as to seek cross-country cooperation on talent circulation (VIII.5).

From the national strategy and coordination mechanism may flow the formulation of **local strategies** and mechanism to support coherent stakeholder engagement and input on all levels. The involvement and inclusion of stakeholders could be supported through the development of **practical tools and guidebooks** for assessing own strengths and needs in talent management, strategy development and local branding guidance (I.4).

Information on good practices in talent management, developed tools and guidance and other resources for capacity building on talent management for stakeholders should be **made centrally available online** to facilitate replication of good retention practices (II.2).

Linked to the central distribution of curated talent management materials and advice is the establishment of **redesigned, user-friendly online portals** and innovative tools providing **information to talent** about labour market schemes and conditions in multiple languages. Not only on national level but linking to locally produced information resources (III.2). An improved digital information presence and infrastructure also links to furthering **digital access to public services** in relevant languages, and generally benefitting from the options provided by **digitalization of society** such as remote work opportunities (VIII.1).

Enhanced online outreach should be complemented by the establishment of new or enhanced referral to **physical, one-stop-shops** such as ICSs to assure maximum geographical coverage (III.3).

Seeing that enhanced language learning might not be supported by improved information alone, under the medium-term objectives is included also the establishment of a **language coordination mechanism** between municipalities, state, and employers (**trilateral forum**) as well as the development of **new language learning tools** such as self-study and other digital opportunities accessible also from abroad (IV.3).

The **well-being** of talent and their families should be **prepared and supported both before and after arrival** with information and concrete guidance on education for children and young people, housing, language, as well as skills recognition and jobs. While especially larger employers may be able to provide this already, efforts of smaller employers might need to be supported, including by the creation of **settlement consultants** responsible also for internationals in municipalities (V.1). A formalized and closer involvement of all municipalities also with the reception of international talent could facilitate onboarding into the locally managed **public school system** as well as a capacity building of schools to receive more international children (V.2).

Although information on recognition of qualifications of talents and their partners was mentioned earlier a short-term action, the information can be supplemented by facilitation through the establishment of **decentralized recognition services** for better geographical coverage as well as actively offering guidance on **supplementary training and upskilling** when needed (VI.1). A related action for supporting professional development would be for employers to retain focus on the possibilities of talents to move laterally to other opportunities within the company and thus be granted the same opportunities as national staff (VI.5).

III.3.   Long-term interventions

LONG-TERM

Long-term actions, those that may require national **policy changes**, political negotiations or legislative updates requiring majority decisions and, as such, mainly implementable in the long term. The implementation of long-term changes requiring political consensus could therefore be challenging depending on the national context.

Whereas practical and more short and medium-term actions to support the well-being and inclusion of talents and their families have been mentioned earlier, **formal and policy acknowledgement** of the links between **retention and integration** as well as formal inclusion of talent in national integration programming would be a longer-term endeavour. Such changes would however serve to **also clarify the mandates** and involvement of various stakeholders in the retention work, such as municipalities and civil society (I.2). Related funding and programming could on long term also help to counteract xenophobic narratives by promoting the contribution of talent (VIII.4).

Related legislative changes for enhanced retention could involve the abolishment or modification of the **five-year limitation** on free language training in Denmark (IV.1), as well as a revision of the administrative regulations for offering free language training, particularly those affecting the possibility to provide **language training before arrival** (IV.2).

Any legislative changes following from the review of Denmark's possibilities to engage with **EU Blue Card** on a practical level, i.e. formally joining the EU Blue Card cooperation, would only be possible on long term (I.5). The same can be said for a potential relaunch of a revised **Green Card** scheme, even if with a more limited scheme on a pilot basis, as the scheme was earlier cancelled by political decision (I.6).

Increased flexibility for the **admission of high-demand professions** and/or provision of **subsequent upskilling opportunities** would also require political agreement as well as a whole-of-government approach involving ministries and agencies for the relevant branches and professions (VI.2). The multi-stakeholder approach would also be needed for a thorough review and policy updates of current **recognition and authorization policies** of high demand regulated professions (VI.6). Upskilling as well

as additional **vocational and academic education opportunities in English** would likewise require the engagement of a broad range of stakeholders to set up the needed infrastructure and curricula (VI.4).

Going beyond employers' possibilities to nurture talent by facilitating change of positions within the company, would be national policy updates to allow for **flexible job change** and facilitated procedures to reduce the risk of losing the residence in relation to professional changes (VI.5). Political agreement and policy changes would likely also be needed to **optimize administrative processes** for employing international talent (VII.2) and most importantly to **promote enabling conditions for permanent residence** for talents (VIII.1), including **TCN talent already in Europe** under other labour market schemes (VIII.2).

Last but not least would be to review current legislation and policies on **cross-border remote work** and **digital nomads** that would however require **international coordination** on applicable taxation and social security regulations as well as – for the digital nomad visas – introduction of a new visa category and therefore be a long-term endeavour.

CHAPTER IV

GOOD PRACTICES AND INSPIRATION

IV.   Good Practices and Inspiration

This section of the Guidebook presents a non-exhaustive list of examples of good practices and inspiration on talent retention and management collected by IOM during the research under the auspices of the Talent Hub Project. The examples have been included for inspiration, while noting that the direct relevance of the indicated practices depends on national and personal context of the user of the Guidebook. Examples are included from Denmark, Germany, and other EU countries to serve as an inspiration to and replication by talent management stakeholders within the same country but also between countries. A Danish stakeholder may depend on own role and capacity seek inspiration from Danish as well as international practices, and vice versa.

IV.1.   Coordination, support and structures

- ✅ The Talent Boost programme of **Finland** provides a national framework, structure, and cooperation model for attraction and retention of international talent in Finland. It is headed by a steering group that reports to relevant ministries, with activities being implemented around the country and involving also other branches of government when necessary. This can be considered a good example of national talent coordination mechanisms and activities scalable and replicable also on local level to assure coherence in a whole-of-government approach. **Finland** has also formulated the Future of Migration 2020 Strategy (2013), aiming to pave the way for an active and forward-looking migration policy for the country, considering inter alia increasing mobility and diversity as well as the European perspective.

- ✅ The Confederation of Danish Industry (DI) in **Denmark** leads the initiative Best Practices Network where Danish municipalities meet at regular intervals on- and offline to share and discuss experiences and inspiration on talent attraction and retention/inclusion. It is free and voluntary for municipalities to join the network. DI has also published a list of 10 good practices from Danish municipalities.

- ✅ In what can be considered acknowledgement of the commonalities between integration, inclusion and retention, the Danish **Kolding** Municipality has established a dedicated department to focus the municipality's efforts on **international recruitment and integration** of newcomers including migrant workers. The establishment of the department is accompanied by a strategy covering topics such as international students, foreign labour, and integration.

- ✅ The city of **Lyngby** in Denmark has developed forward-looking and talent-oriented strategies with the aim of becoming an attractive destination for both international and local talents. The 2020-2025 talent strategy was developed by **Science City Lyngby**, and is complemented Lyngby-Taarbæk Municipality's 5-year local strategy, 2022-2027 Recruitment, Retention and Educational Strategy, which attempts to strategize recruitment and retention efforts of international labour to Denmark.

- ✅ The **Danish union IDA**, the Danish Society of Engineers, has as one of the few unions formulated a policy for the attraction and retention of international labour, including international students.

- ✅ The **Government of Ireland** has developed its first international strategy on talent and innovation encompassing tertiary education. The new talent and innovation strategy, titled *Global Citizens 2030 Talent and Innovation Strategy* builds on Ireland's achievements over the past decade within the field of education, research, innovation and science. The nationally initiated Talent Strategy is built on six core pillars, which sets forth the key priority areas for the government. One key area presented in the strategy is **talent retention of graduates and international employees**. While the document sets forth the strategic priorities it also presents an implementable Work Programme with concrete steps to take to realize the goals and objectives set forth in the Talent Strategy.

- ✅ The coordination structure in **Portugal** is represented mainly by a two-levelled structure; national and local bodies, indicating the absence of a regional body. The two-levelled coordination flow could hence be said to represent a

more 'direct' interaction, giving incentive to ask if such structure could potentially help to reduce the risk of generating more bureaucratic procedures.

IV.2. Collection of information and data

✓ The various **Danish Expat studies** – the latest one published in 2020 – have served to provide data on the profiles of talent and their families, including reasons that would make talents (expats) stay or leave the country again. The studies provide data relevant for policy development and action.

✓ The European Migration Network (EMN) is an EU network of migration and asylum experts working together to provide objective, comparable policy-relevant information and knowledge on emerging issues relating to asylum and migration in Europe. EMN produces also report and information relating to labour migration and integration. However, Denmark does not partake in the EMN due to the Danish opt-outs and EMN products therefore rarely focus on Denmark.

✓ **Germany** has launched various surveys and research projects to gain more insight into the situation of talent spouses, the reasons for coming to Germany or for leaving. An emigration study from 2022 surveyed around 1,900 migrant workers via social media channels. Identifying and understanding emigration patterns among international talents may provide insights into retention factors and serve to inform targeted measures.

IV.3. Access to information and services

✓ Ensuring that international talents and their families can easily access essential information is crucial for their integration and well-being in Germany. The "Make it in Germany" initiative exemplifies an effective approach by serving as a **comprehensive portal** for guidance on living, working, and navigating Germany's bureaucratic processes on employment pathways/visa schemes.

✓ Handbook Germany offers information in nine different languages on topics related to immigration to Germany, language, rights and law, family, work, and health, among others. Together in Germany - part of Handbook Germany - is a community platform that provides a digital space for newcomers in Germany to seek support and exchange with others. The mobile application "Ankommen" is a joint project by the Goethe Institute, the Federal Office for Migration and Refugees and the Federal Employment Agency.

✓ Other countries with apps targeting talent and other third-country nationals are as for example Canada with the app O Canada as well as France with refugiés.info. While these apps aim at a broader group of TNCs, including refugees, they can still be seen as ways to provide information to foreign nationals in electronically accessible and user-friendly ways.

✓ Good experiences exist with both online and offline one-stop shops allowing talent and other migrant workers to access multiple services in one place. One such example from **Denmark** is the International House Copenhagen matched by similar **International Citizen Services Centres** in Aalborg, Aarhus, Esbjerg, Odense and Sønderborg.

✓ Germany has established Welcome Centres in various regions, offering comprehensive support and guidance to newcomers and their families. These centres support with residency permits, language courses, job placement, and cultural integration, thereby enhancing the overall experience of individuals relocating to Germany.

✓ The specialised counselling centre Faire Integration offers in-person counselling on employment law and social legislation at various locations throughout Germany.

IV.4.   Language training and learning

- ✅ The **Goethe Institute** in **Germany** offers pre-integration courses and free online offers as well as support during initial onboarding phase to bridge the time between arrival and the start of integration measures, in the country of origin (CoO). The institute offers migrants the possibility to prepare for a day-to-day life and workplace in Germany while still living in the CoO.

- ✅ **Finland's** focus on **e-learning tools** for Finnish deserve mention. The Finnish system for news in simple Finnish and texted Finnish news though the Yle Language School allow for more flexible ways of learning. The flexibility may become important to better accommodate the language needs of newcomers to a new setting. Further to this, international students who come to Finland for the purpose of studying are offered the chance to study Finnish during their studies.

- ✅ **Finland** also focusses on boosting Finnish language learning to nurses from abroad, including pre-arrival language training.

- ✅ The International House in Helsinki (IHH), **Finland** provide online pre-arrival support, which targets all newcomers to Helsinki. Prior to arrival, the International House in Helsinki provides pre-arrival services, which includes orientation about life, work and family life in Finland and practical information regarding the arrival to Helsinki. As a part of the orientation, IHH provides regular Newcomer Information Sessions which covers topics such as how to prepare the move, housing, local healthcare system to mention a few.

- ✅ The Integration Foundation and Estonian Language Houses are the main language providers in **Estonia**. They jointly offer various and flexible modalities of language learning modules either online, on-site, and self-pace study programmes. Estonia adopts a tailored approach to accommodate language needs based on the type of migrant group (refugees, third-country nationals etc.). All language courses are available on one common platform. In addition to the language modules, the platform also provides practical information about living, staying, and working, and legal rights. The platform therefore links the language learning content with integration (living, staying, working), and refer to other relevant links and websites. Having all information collected in one place can make the 'customer journey' easier for the newly arrived person.

- ✅ **Hungary's** focus on language learning for **healthcare professionals** through the InterLanguage Teaching Centre, has been designed to equip health professionals from abroad prior to their arrival to **Sweden.** The Interlanguage Teaching Centre is based in Hungary, but their specialist in language is Swedish. The language trainings are offered also to family members of the healthcare professionals, with basic knowledge that can help with the everyday life.

- ✅ **Germany's** federal government offers vocational language courses that build on the basic language courses (integration courses) and are available throughout Germany. The German language training programme for professional purposes consists of basic and special modules. Basic courses focus on language skills for all professions using general work-related content. Special courses cover profession-specific language including medical and health care professions and technical professions.

IV.5.   Well-being and family support

- ✅ In **Germany**, the Federal programme "Integration course with Child" was an integration course for accompanying spouses and partners with children. Parents with children who were not yet of school age could attend the integration course, even if they did not yet have access to day-care. The programme ran until the end of 2023 and promoted the provision of child supervision by course providers to accompany integration courses. The new European Social Fund (ESF) Plus programme "Integration Course with Child Plus: Perspectives through Qualification" builds on this experience. It is funded by the ESF and the Federal Government (Federal Ministry for Family Affairs, Senior Citizens, Women and Youth in cooperation with the Federal Ministry of the Interior) and runs from 1 January

2024 to 31 December 2026. and the Federal Government (Federal Ministry for Family Affairs, Senior Citizens, Women and Youth in cooperation with the Federal Ministry of the Interior) and runs from 1 January 2024 to 31 December 2026.

✅ The **city of Lyngby-Taarbæk** in **Denmark** in its talent related strategies for 2020-2025 and 2022-2027 (see above under X.I) also focus on the establishment of collaboration spaces and social hotspots to **build networks.**

✅ Different from Denmark, where foreigners may buy housing only on certain conditions or with special permission, **Germany** has no restrictions on foreign citizens buying property.

✅ The Danish Municipality of Vejle website has a section in English, "Welcome to Vejle" that also provides information on **leisure time activities.** Also, Ringkøbing-Skjern Municipality in West Denmark provides information in English and German as well as social networking events, Facebook groups for internationals in the area, welcome ambassadors, and others.

✅ Several Danish municipalities have **settlement consultants/relocation guides** ('bosætningskonsulenter') that, insofar as they focus also on international newcomers to the municipality and not only national, function as an individual contact point to the talent and may assist with a variety of issues related to settling in the municipality (work, life, activities), including referral of partners/spouses to relevant enterprises or networks. For example, in Jutland some municipalities have formed a network of settlement consultant/relocation guides in the Triangle Area to cater for the needs of newly arrived people to the area (Trekantomraadet).

✅ International Community Aarhus (Business Aarhus) in **Denmark** provides services for international employees in Denmark, accompanying family members and international graduates in form of practical information about settling into the society. They provide professional and social networking to contribute to onboarding initiatives.

✅ Every year, **Copenhagen Municipality** in support of housing, job and social life hosts the **International Citizen Days** attracting up to 5,000 people over the course of two days. The International Citizen Days event is organised in cooperation with the private and public sector, companies, and other stakeholders.

IV.6. Professional development and opportunities

✅ **Germany** has established recognition centres throughout the country to assist individuals in the recognition process. These centres provide guidance, information, and support to applicants and help them navigate the complex requirements and procedures.

✅ **Germany** is also focusing on **digitization** to streamline and accelerate the recognition process. "Anerkennung in Deutschland" is the Federal Government's central online information portal for the recognition of foreign professional qualifications in Germany. On behalf of the Federal Ministry of Education and Research (BMBF), *Anerkennung in Deutschland* supports the implementation of legal regulations on recognition at federal and state level. The Recognition Finder has been introduced to simplify the submission of documents and facilitate communication between applicants and recognition authorities.

✅ **ProRecognition** is a German project for **recognition counselling abroad**. It is coordinated by DIHK Service GmbH in close cooperation with the Association of German Chambers of Industry and Commerce (DIHK). The ProRecognition counselling centres are located at the Chambers of Commerce Abroad and Delegations of German Business (AHK) in the following countries: Algeria, Egypt, Bosnia, and Herzegovina (Western Balkans), Brazil, India, Iran, Italy, Colombia, Poland, and Vietnam.

✅ **Finland** provides international students with the possibility to receive a two-year **post study residence** permit after graduation that can also be used flexibly within the first five years after graduation. It is possible to apply for permanent residency after four years, with **time spent studying in Finland counting towards these four years**.

✅ To retain foreign talent, **Southern University of Denmark (SDU)** together with Sønderborg Municipality and 12 companies in the Southern Denmark region guarantee a local job offer for engineers in extension of the university studies ('Jobgarantiordning').

✅ As part of its support to talents and their spouses, International House Copenhagen offers the Copenhagen Career programme for accompanying spouses in the Greater Copenhagen area.

- ✅ **Work-Live-Stay Denmark** has under the project [Future Talent Denmark](#) in South Denmark worked to match international students with small and medium-sized enterprises (SMEs) to help students gain a foothold on the Danish labour market and prepare SMEs for internationalization.

IV.7. Digital ecosystem and bureaucracy

- ✅ [Denmark's Fast-Track Scheme](#) has been mentioned to IOM by various stakeholders as a good, non-bureaucratic Danish practice worthy of replication. The Fast-Track Scheme provides a shortened procedure for the hiring process to Fast-Track approved businesses according to preset criteria.
- ✅ The [Participation Digital initiative](#) led by the **Berlin Senate** focuses on enhancing citizen engagement through digital platforms, fostering transparent and accessible communication channels between the government and the public.
- ✅ As an example of an interactive digital tool, the [Consular Services Portal and Visa Navigator](#) provided by diplo.de offer comprehensive resources and guidance for individuals seeking visa and consular services, simplifying bureaucratic processes, and improving accessibility for international applicants.
  The [Nordic Council of Ministers border database](#) provides an overview of known border obstacles when moving between countries in the Nordic region. While the database does not focus particularly on third country nationals, it is an example of regional coordination/information sharing meant to facilitate movement between neighbouring countries.

IV.8. Residency and branding

- ✅ The work of [Copenhagen Capacity](#) in **branding** Copenhagen and Denmark as career destinations has [received international recognition](#) and speaks to the value of establishing both national and international brands for attraction of talent.
- ✅ Migrant workers who have worked and lived in **Germany** for at least three years (as 'Skilled Workers' according to the German Residence Act) may apply for a permanent residence title under certain conditions. Settlement permits can be issued under simplified conditions for EU Blue Card Holders and highly skilled workers, among others. Highly skilled workers may receive a settlement permit immediately.
- ✅ Accessible and transparent regulations for acquisition of [permanent residence and citizenship](#) in **Portugal** are believed to be an important component of the country's attractiveness also to TCN talent.

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