



 INPUT

innovative practice
by useful transfer
innovative Praxis
durch nützlichen Transfer



Reflections and first results of research from the project INPUT regarding „good practice“ (translocal and transnational)

Dr. Harald Kohler | Prof. Dr. Josef Schmid

Tübingen, 23. May 2012



I. Goals and starting points of INPUT „good practice“

In the framework of INPUT, which goals are supposed to be achieved with examples of „good practice“ and their evaluation for immigrants and older unemployed people over 45 years of age?

- Enabling demand-driven innovation transfer in the area of employment promotion via a targeted use of **translocal and transnational „good practice“**.
- Enabling **organisational learning** for participants, team leaders, providers and sites as well as other parties involved.



I. Goals and starting points of INPUT „good practice“

- Generating added value by broadening perspectives and supporting processes of learning, exchange, development, testing and evaluation, especially through transnationality, with the goal of structural innovation in mind.



I. Goals and starting points of INPUT „good practice“

How should „good practice“ be pursued in the framework of the project INPUT?

1. By editing and making available precisely fitting experiences in Germany/Baden-Württemberg and within the European Union.
2. Via an online survey of providers of employment and training in Baden-Württemberg concerning „good practice“ regarding the inclusion of older unemployed immigrants and unemployed people over the age of 45 without and especially with a migration background into the regular labour market.



II. Implementing the „good practice“ goals of INPUT

**How can the „good practice“ goals of INPUT be implemented?
Multiple points and levels are suitable to realize the
„good practice“ goals of INPUT:**

1. The starting point is, or was, a first overview of programs and projects with regards to their ideas, financing and the involved parties.
2. An online search, e.g. in „Good Practice databases“ like BiBB and the EU for both target groups of the INPUT project (young people with migrant backgrounds and older unemployed people over 45 years with or without migrant background).



II. Implementing the „good practice“ goals of INPUT

3. Processing data in the form of a „good practice database“ (see Good Practice examples) on the project website with a small amount of Good Practice examples which consider the possibilities and limitations of the transferability of successful policy/good practice according to the figure 22-3 (slide 14).
4. Regarding transnational (European) examples of good practice, the institutional and legal context has to be considered in order to evaluate their national transferability.



II. Implementing the „good practice“ goals of INPUT

5. This approach has the advantage of providing practice-oriented information in a systematically and methodically controlled way, possibly from a single source.
6. The documentation of good practice approaches (informing approach) is coupled with a proposal for topical exchange and communication when possible.



III. Good practice

What is „good practice“?

1. „Good practice“ means successful solutions or procedures which have been proven to work over a longer time period and whose goal it is to reflect their own practice and improve it simultaneously.
2. „Good practice“ assumes that an analysis is conducted on how a successful solution and procedure is different from a less successful one and how the effects are possibly related.



III. Good practice

What is „good practice“?

3. Oftentimes, simple yet effective solutions or procedures exemplify „good practice“ but also innovative practice.
4. „Good practice“ should be transferable, i.e. applicable to other contexts, locations and areas.



III. Good practice

What is „good practice“?

5. „Good practice“ is possibly identifiable by its innovative model character which is expressed by accompanying research where a process and project evaluation allows for and secures the possible transferability of specific proven procedures.



III. Good practice

„Good practice“ is found and considered on three levels especially related to employment policy measures:

1. Macro level (Institutional context, e.g. legislative framework)
2. Meso level (Labour market policy programs)
3. Micro level (Labour market policy measures/projects)



IV. Transnational learning within the framework of „good practice“

What is transnational learning?

1. Transnational learning means, above all, countries learning from each other's „good practice“ on the macro level.
2. Learning is based on changing individual ideas and convictions of state actors and institutions.





IV. Transnational learning within the framework of „good practice“

What preconditions for transnational learning and effects of „good practice“ are there?

1. Learning from other foreign experiences necessitates an intense examination of unquestioned givens of one's own country to realize their specificities and contextual preconditions.
2. Successful foreign models often act as „stings“; they prove at least that there is leeway for political action and that social problems are not insurmountable and predetermined.



IV. Transnational learning within the framework of „good practice“

Which possibilities and preconditions of learning processes, i.e. the transferability of knowledge and experiences, exist?

1. The potential for learning from „good practice“ lies mostly in the resulting impulses for discussion. Such a debate includes the possibility of learning from negative experiences and mistakes in other countries.
2. The transfer of problem-solving approaches, i.e. policy diffusion, presumes a previous problem diffusion. Politicising problems is therefore a central precondition for being able to recognize foreign alternative models and realizing that they are relevant to the existing reform debates.



IV. Transnational learning within the framework of „good practice“

3. Transferability additionally depends on the degree of generality of the problem-solving approach whereby a u-shaped correlation is hinted at. This means that problem-solving approaches to specific problems of social security systems and fundamental regulatory goals as well as principles of social policy are more easily transferable than social policy programs situated in between (like the system of active labour market policy in Sweden or the legislative package of health care reform in Germany).



IV. Transnational learning within the framework of „good practice“

4. At last, it is believed that approaches to problem-solving regarding social policy are more transferable the more welfare states resemble each other in their fundamental typology. Accordingly, the alternative models in the area of long-term care implemented in the Netherlands, for example, are transferable to the German issue complex because of the many comparable aspects of the welfare state regime (especially considering the strong association-oriented structure of providers).



IV. Transnational learning within the framework of „good practice“

5. Therefore, the following possibilities and limits to the transferability of policies/good practice emerge:

Policy	similar framework conditions	different framework conditions
Global issue definitions and problem-solving strategies	(1) <i>Possibility of learning is high</i>	(2) <i>consensus deficits (no transferability)</i>
Specific programs and concrete instruments	(4) <i>Efficiency deficits (technical difficulties)</i>	(3) <i>Low probability of diffusion</i>



IV. Transnational learning within the framework of „good practice“

6. Concerning the transferability of problem-solving approaches, the outlined examples ultimately point to factors like political will, ability to act as well as acting persons – in keeping with the motto: politicians matter. Simultaneously, we presume that learning processes and consequent social policy changes do not necessarily develop „rationally“, i.e. because of the accuracy of fit of specific model alternatives; they are rather the result of complex political decisions and negotiations.



V. Examples for different institutional frameworks

The results of a DIW study (Tucci et al. 2011) concerning the educational and professional careers of migrants of Turkish and Arabian descent in Germany and France show that they have on average in both countries lower qualifications than people of the same age without a migrant background. Their educational and professional careers often progress precariously in both countries. There is a similarity high proportion of about 15 percent of young adults who did not graduate or have a professional qualification.



V. Examples for different institutional frameworks

1. Migrants' chances for participation in work and school life are influenced by an institutional framework – the educational system. In Germany, students are already set on different pathways of schooling after primary school. In France, the school career starts with preliminary school at the age of three, thereafter students learn together at the College until they are 15 years old. Only then are they separated into an occupational track of schooling and a general educational one which serves as higher education entrance qualification.



V. Examples for different institutional frameworks

2. Due to these institutional framework conditions migrants in Germany have more difficulties with the school system. About half of the children with migrant background go to „Hauptschule“ (secondary modern school) and are overrepresented there. In contrast, entering the labour market is often problematic in France; even though over 40 percent of students of the second generation of migrants want to enter into higher education and one in five goes to a university.



V. Examples for different institutional frameworks

3. Three factors for gaining an education and occupational orientation are mentioned in the study which are significant for the success or the stabilization of earlier educational and occupational pathways:
 - a) support of „third“ parties who take on the role of a mentor,
 - b) leaving the accustomed social milieu in favour of a more mixed one through switching schools or residence and
 - c) the prospect of a „second chance“ through appropriate institutional offers to catch up on a educational degree or the entrance into working life.



VI. A transferable example of good practice from Sweden

In order to employ people with disadvantages or disabilities, a social integration firm was founded in Sweden as early as 1980 which also re-integrated unemployed persons who were difficult to place into the labour market. Meanwhile, the firm maintains subsidiaries in 250 Swedish municipalities and has become a big provider of cleaning and apartment services, municipal services as well as a subcontractor in the metal and electrical industries, the production of furniture and the packaging industry. Samhall AB appears as a normal competitor on the market. The firm is financed through generated revenue and earmarked state subsidies for the employment of disabled and disadvantaged persons.



VII. Conclusion to „good practice“

1. It is not easy but definitely feasible to find and identify „good transferable practice“ in Europe.
2. Different methods are suitable for finding and transferring „good practice“, e.g. research online and in databases, online studies (INPUT), expert interviews or peer review (evaluation by equals), for example in the framework of the network IMPART.



VII. Conclusion to „good practice“

3. Accompanying research (evaluation) and project monitoring can serve to identify „good practice“ and build a basis for its transferability.
4. The search for „good practice“ on the level of projects and programs is valuable in any case and supports, at the same time, the sustainability and the mainstreaming of project measures.



Thank you for listening

contact

Dr. Harald Kohler

Melanchthonstr. 36, 72074 Tübingen

Phone: +49 7071 29-78370

Fax: +49 7071 29-2417

harald.kohler@uni-tuebingen.de