



Which jobs for  
migrants?: towards  
vocational guidance in  
relationship with  
migrants' needs and the  
needs of labour market

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## 1. Introduction

### 1.1 The professional insertion in Europe

The EU is confronted with an ageing population, stagnating or even declining native population, high unemployment and modest economic growth.

In the increasingly global and demanding labor market, it is necessary to have means that can help migrants to find solutions that guide their search for a job. Finding a job, it implies the knowledge and application of strategies that can multiply the opportunities to obtain a position. “The inclusion of migrants in the labour market is key to ensure their effective integration into the host societies and their positive impact on the EU economy; this entails fully using their skills and realising their economic potential. They can contribute to addressing skills shortages in certain sectors at all skills levels.

Ensuring that migrants learn the language, get their educational and professional skills validated/recognised and receive adequate training is essential for their overall integration and positive economic impact in the receiving societies. Skills validation and recognition of qualifications are thus key issues: among highly educated third-country nationals in employment, more than 40% work below their qualification levels (i.e. in medium or even low skills occupations). Member States and the European Union as a whole – as well as economic stakeholders - have both an interest and responsibility to put all skills to good use<sup>1</sup>.”

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<sup>1</sup> Integration in the labour market

[https://home-affairs.ec.europa.eu/policies/migration-and-asylum/legal-migration-and-integration/integration/integration-labour-market\\_en](https://home-affairs.ec.europa.eu/policies/migration-and-asylum/legal-migration-and-integration/integration/integration-labour-market_en)

Professional integration for immigrants is one of the pillars for them to have a balanced life. Through a job they have access to an economic, social and emotional life, they feel known as people, as human beings and recognized in their dignity. This is the basis for having a home, clothes, and all basic needs met. The legislation of each European country, as seen in IO1, is not the same, which causes problems in integrating it in a uniform way. For example, there are countries that have more social aid than others. There are situations in general where without a work contract you cannot rent a house and without a place to live you cannot get a job, so it turns out to be a vicious cycle where people are always afraid, they live with insecurity and emotional instability, because everything starts with access to work. As seen in the IO1 reports, different characteristics were identified in each country, for example, in France immigrants are of low qualification and the process of family reunification is used and in these cases the family members are generally not professionally qualified.

In Luxembourg, due to the country's economy, there is an entry of more qualified immigrants, more represented in the sectors of the financial system, banks, construction and trade and vehicle repairs. In Portugal, immigrants find opportunities in the services and construction sectors. In Italy these opportunities are restricted due to local laws and cultures, but still in Horeca, agriculture and services there are opportunities. In Greece, like Italy, due to stricter laws and culturally, immigrants' permanence and access to employment are generally restricted. These countries are most often used as access countries in Europe. The IO2 report verified the impact on integration that languages cause, the importance of language training to get a job. Luxembourg has 3 official languages, in Portugal and France most immigrants come from former colonies, and in Greece and Italy most have to learn almost the entire language.

For integration at work, it is necessary to be able to communicate in the country's official language, for example, Luxembourg has three official languages, but it also has two parallel languages, which has enabled a lot of labor integration for immigrants who do not speak the official languages but do speak Portuguese or English.

In France, the vast majority of immigrants who enter the country speak French, they are mostly migrants who come from former French colonies, and the same occurs in Portugal. In relation to Greece and Italy, these countries have very specific languages, and as people do not master the languages, even if they have the qualifications, they cannot perform certain functions. They are sent to sectors in need of labor and that are not according to their skills, but according to language skills, which often do not reflect their capacity for intellectual work or the diploma of their country of origin.

Linguistic competence determines in almost 90% of cases where people are directed to the job market, to primary sectors such as cleaning, civil construction, restaurants, etc.

## 1.2 Linguistic integration: an asymmetric process

“The linguistic integration of migrants who speak other languages in the society which receives them is not a symmetrical process. For the members of the host society, the visible presence of new languages can trigger anxiety or fears about national identity surrounding challenges to (often imagined) linguistic unity or corruption of the dominant language as a result of “contamination” by other languages, not necessarily just those used by migrants. People find it hard to accept the development of a new form of diversity that replaces the traditional linguistic diversity of their home territory (regional and minority languages). These reactions occur at an ideological level, although the

arrival of new languages in a given territory does not have direct implications for the established population who are under no obligation to learn the new languages.

For migrants, the issues are immediate and have other implications: they may view the acquisition of a language of the dominant language of their new home as a form of enrichment of their identity or may feel that it makes them vulnerable. Then again, learning the new language may cause suffering (through inability to express oneself) or may possibly undermine their existing identity. They may rightly fear that the language to be learnt will “drive out” their previous languages (including their mother tongue) for functional reasons and lead to the loss of a 'sense of belonging'.

Whereas for the established population it is their understanding of national identity which is at stake, for migrants both their cultural identity and their group allegiances may be called into question. The price of integration differs according to the viewpoint<sup>2</sup>.”

## 2. The Purpose of IO3

Analyzing these two points, IO1 and IO2, that are very important in the integration process: labor and language. Partners from the working group's countries asked themselves about the impact of these two points on people's lives and the existing follow-up in each European country.

- How to insert and integrate the migrant in the medium/long term?
- What kind of work is possible today? And what are the future possibilities?
- How can I use my experience and previous studies in my new country?

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<sup>2</sup> Forms of linguistic integration <https://www.coe.int/en/web/lang-migrants/forms-of-linguistic-integration>

These are some of the questions that must be asked and thought about in order to set goals that lead to a strategy of personal and professional guidance. Knowing the job market in the country, the necessary training, to know the abilities and personal interests, is one of the first steps to take.

Before entering the job market, migrants need to know how to choose the path to follow, which can be difficult for many people. Among so many options, some very similar, which is the correct path? How could they be guided and accompanied?

In this choice process, tools can be useful to help make better decisions regarding the choice of profession. An example of this is the vocational test<sup>3</sup>. This tool has already had successful impacts on the work development of many people and is mainly used by schools, counselors, Human Resources departments, Government professional guidance counselors.

The current system does not meet the all the current needs of migrants. Our motivation to produce this output is we want to propose an innovative guidance that will consider:

- The immediate needs of migrants
- The middle term situation of migrants
- Long term situation of migrants

To accompany the medium and long-term needs of migrants it is important to Identify language needs, Emotional and social skills, Computer and professional skills and how to give access to training in these and other skills.

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<sup>3</sup> Concept and relevance of vocational interests in career development: a theoretical study  
[http://pepsic.bvsalud.org/scielo.php?pid=S1413-389X2017000200016&script=sci\\_arttext&tlng=en](http://pepsic.bvsalud.org/scielo.php?pid=S1413-389X2017000200016&script=sci_arttext&tlng=en)



## 2.1 Description of the IO3

Which jobs for migrants?: towards a vocational guidance in relationship with migrants' needs and the needs of the labor market.

The intellectual production highlights the existing vocational guidance approaches in the country's partners (France, Portugal, Luxembourg, Italy and Greece). Describes all process modules by partners. It also presents practical teaching methods, teaching materials and monitoring of students and activities. It is not limited to a formal environment, it integrates the non-formal (learning on the job, with mentors, peers and supervisors) dimension that is complementary and essential in adult education.

- ▶ Towards a vocational guidance in relationship with migrants' needs and the needs of the labor market.
- ▶ There is a need to re-think about the professional guidance of migrants in most of the European countries because very often, they invest themselves in professional training and are unable to easily find a job later on in their field because it is very competitive, priority being to EU citizens. The main questions to answer at this stage would be:
  - ▶ Should we guide migrants according to their immediate needs or according to the higher expectations of the labor market?
  - ▶ What measure can be taken to assure the re-orient migrants at a certain phase of their integration process?
  - ▶ How to maximize their training in terms of time and outcomes?

## 2.2 Final product from the IO3

- Guide for the vocational and professional guidance of migrants (questions, forms, steps, etc.)
- Categorize jobs accessible by women and men according their age, level of education and family situation
- Recommendations about the importance of certification for low-skilled jobs

The following tasks are performed for the production of the deliverable:

A1 - Selection of participants (5 participants per country):

- Immigrant or refugee: be over 18 years old, reside in the country for more than 2 years, have completed at least one vocational course and be unemployed.
- NGOs: must be institutions that accompany immigrants in their search for integration and professional placement.
- HRs or Entrepreneur: professional responsible for interviewing and hiring staff.
- Government professional advisors: professional responsible for guidance, profile assessment, training suggestion and filling job openings.

A2 - Analysis of the professional needs of migrants - by country

Need to map all types of adult training in each country, access conditions, prices, financial aid from the state and/or companies, right to training days, skills validation process, role of NGOs in training, access to all the workers?

What investment in each level of the labor market: high-skill jobs and low-skill jobs?

Information on investment in training broken down by sex, age, family and legal status.

Flexible schedule for training. During the night? weekend? online?

A3 - Interviews with training providers, trainers, companies, migrants and policy makers  
- by country.

We expected 5 interviews from each country, one from each different target audience as described in A1.

A4 - Construction of professional training modules:

Based on the target group selected for the A1 national survey and on the results of the interviews by segment A3 and on the collection of electronic tools from the A2 activity, we should think of a model that favors a tool for vocational testing and monitoring of migrants. Within the scope of activity A4, we will produce a set of guidelines and modules for the training of those responsible for the process of professional integration of migrants. It will be the result of each country's contributions to the project.

A5- Test of training modules:

Tested tools and contents for specific training within the needs identified for the professional integration of migrants.

As a final word in this introduction, it is necessary to mention that this document should not be considered as a definitive or “final” statement about the research project. Rather, it is proposed that this document evolve over time to better reflect the needs of partner organizations, other institutions, professionals and public/local authorities in their efforts to support the social and economic integration of migrants in their respective national contexts.

### 3. General Methodology

In order to carry out the A1 activities, it was necessary to seek out the target public of each proposed segment in each country. In carrying out the A2, we used a research methodology with the common objective of collecting reliable information on the topics to be addressed. Use of electronic tools for data collection and compilation. In carrying out the A3, we used surveys with open and closed questions, with the aim of collecting information common to the target audience.

Based on national research in the activities carried out in A1, A2 and A3, we thought of a model that emphasizes a better guide for identifying potential vocations, training and accompanying migrants in the short, medium and long term.

Within the scope of activity A4, we produced a set of guidelines to form organizations and professional services that deal with the insertion of migrants in the labor market.

This task was developed by OHC and all partner countries. For activities A4 and A5 a set of new guidelines will be provided later.

#### 3.1 Methodology for A1 - Identification and recruitment of participants

Partners identified and recruited a total number of 5 participants. To select the 5 institutions, people from the target groups that participated in the research in each country, it was necessary to follow the following prerequisites:

- Immigrant or refugee: be over 18 years old, residing in the country for more than 2 years, have completed at least one vocational course and be unemployed.

- NGOs: they should be institutions that accompany immigrants in their search for integration and professional placement.
- HRs or Entrepreneur: professional responsible for interviewing and hiring staff.
- Government professional advisors: professional responsible for guidance, profile assessment, training suggestion and filling job openings.

### 3.2 Methodology for A2 - Analysis of the professional needs of migrants

Each partner country carried out legislative and market research – in each unique national context.

As desk research is secondary research that analyzes existing research and work, it aims at a broad understanding of the field under investigation and involves collecting data from existing resources.

The research provided data to guide future results and considered the following points:

- Training available for migrants
- The analyses of training barriers
- Vocational assessment methods
- Family, gender and economic context.
- Your motivations behind your training needs

Research content includes:

- National legislation/regulation on training for migrants.
- Good practices or guides in use or produced in the country on vocational tests and professional support for migrants. Important data for the development of a tool for assessing the profile and personal and professional development of migrants.

### Reporting on findings from researches

The reporting of the key findings will be sent to us in an electronic way, the template will be designed by OHC, for all partners to use, to ensure a cohesive structure of the presentation of the findings.

### 3.3 Methodology for A3 - To follow the list of key questions

These have been indicatively articulated in English. Each partner should translate them in their national language and to adjust them if necessary, to match the idiosyncratic characteristics of each national context.

#### Selection of the researcher

The criteria for selecting the researcher are:

- skillfulness in interviews
- ability to create a permissive environment
- adequate knowledge of the topic

The researcher should:

- have high communication skills (speaking/ listening)
- be able to create a warm and friendly environment
- be able to make a smooth and snappy introduction and an appropriate, comprehensive conclusion.

It is recommended that the researcher is a member of the national implementation team of the MUFOCOM project.

### Identification of suitable location and timing

Partners should select an accessible, comfortable, reasonably sized venue, away from distractions. In the case of online interview, a popular and accessible teleconferencing application is suggested (e.g. Skype, MS Teams, MEETS, or Zoom).

Participants' online access should be ensured, and their account names collected beforehand so that the risk for delays and technical problems is mitigated.

The provisional duration of the interview should also be previously discussed with participants.

## 4. Implementation of interview process

Each interview should last for one-hour maximum. The process, managed by the researcher will develop through the following steps:

### 1. Welcome

Introduction

### 2. Introducing the topic

The researcher will introduce the main topic of the interview, the foreseen use of the results of the discussion and will explain again the reasons why participants have been chosen to participate in it.

## 5. Reporting on findings from interviews

The report of the main responses was sent to us electronically, the template was developed by the OHC, for use by all partners from each country participating in the project, to ensure a cohesive structure for presenting the results.

### National research results

The development of national research was the first step in the direction of the development of Intellectual Output IO3. The beginning of this activity took place right away. OHC provided a common template for the development of this national research.

### Construction of professional training modules

Based on the target group selected for the A1 national survey and on the results of the interviews by segment A3 and on the collection of electronic tools from the A2 activity, we thought of a model that favors a tool for vocational testing and monitoring of migrants. Within the scope of the A4 activity, we produced a set of guidelines and modules for the training of those responsible for the professional integration process of migrants. The result is the sum of each country's contributions to the project.



## 6. Mufocom Research Results

(Also in annexes with all the participant's answers.)

1. What are the sectors in which immigrants seek their first job?
2. What are the decisive criteria when hiring a job candidate?
3. What are the most important barriers in getting a job?
4. How can a professional course add value to a migrant's life?
5. How do they get information about the labor market of the country?
6. What is the purpose of learning a course?
7. What training needs do migrants have?
8. What do they want/need to get from training?
9. How do migrants get informed about the available training offered?
10. What are the most important barriers in attending a training?
11. What are the factors that motivate the migrant to develop professionally?
12. What are the factors that discourage migrants from developing professionally?
13. Is there any financial aid for training?
14. What is the benefit that training entities have in training a migrant?
15. What are the characteristics of current training of migrants that are not successful?
16. What are the average prices per training course for migrants?
17. How do you believe that a course would work best?
18. Would you like to add something?

## 6.1 Summary of findings by each participating country:

### France:

Vocational courses are a vital part of the integration process. In France, immigrants mainly look for the Horeca areas and the services, according to our survey, most of the first jobs are in these areas, as France particularly needs manpower for the great tourist demand and for the French lifestyle, usually in bars and restaurants. The main functions are washing dishes, serving the table, and kitchen help.

The same occurs in the cleaning sector, where research reports that most women get their first job in this area.

Cleaning industry in France: primarily the domain of women and migrants with no other options. A field that covers a wide spectrum of activities for individuals, companies and public services. the work is mostly done by women. Working in the cleaning industry is rarely a job of choice. Most workers were previously unemployed or mostly receiving unemployment benefits. Because in France most immigrants enter the country for the benefit of family composition, they are introduced into the labor market by their own family members.

Our research indicates that the main barrier to getting a job is the legalization of documents, in addition to language, as seen in the IO2 report, and discrimination commonly cited in the research as another difficulty to enter the job market in France.

Discrimination in the job market is a scourge that affects France. An employer may discriminate against people because he doesn't like them or because he considers them less productive. These discriminations stem largely from cognitive biases: our enjoyment of being among ourselves, but also our tendency to distort reality through

stereotypes that are often less favorable to people who don't look like us. Some points of this discrimination in the market are age, sex and certifications.

Courses that can facilitate integration in France are professional skills, languages and preferably a French certificate. Workers looking for their first job receive information from their family, the Pole emploi, OFII and the internet.

In France, the main objective according to the survey is to obtain professional certification to get a new job and validate previous experiences to also leave sub-jobs.

Language certification, as seen in IO2, which is also fundamental, is necessary for the labor market, to solve bureaucracies and to achieve stability and security in the country.

Participants in our survey in France mentioned the need for professional courses, languages and IT, essential tools for enrolling in the Pole emploi, applying for a job and subsequently for the successful completion of a job.

Migrants in France seek through training, integration into the labor market, certifications and new skills for others professions. They are informed of job opportunities through family, friends, social workers, Pole emploi, OFII and internet.

They face different barriers to pursuing trainings as the need for legal documents and financial capacity. The main objectives that most motivate migrants in France to study and develop professionally are financial fulfillment and family security. Some factors that discourage migrants to develop professionally and that were identified in the research are: excessive bureaucracy, the difficulty of the French language, the cost of training and the conciliation between family life and the time of training.

When questioned in our survey about their knowledge of financial aid, specific programs to help professional training, respondents mentioned the lack of knowledge of this information. Others, however, informed by NGOs and other sources, stated that financial aid is possible, but certain requirements must be followed.

The Center Info<sup>4</sup> informs all the necessary procedures in chapter 41, according to the reference below. When asked about the training benefits we got 3 different point of views:

**For migrants**, access to vocational training allows an improvement of their work environment, a salary increase and social integration in the host country. It is possible to meet people from other cultures and get to know French culture better.

**For employers** in France, it is important to have qualified staff, in order to meet the requirements of quality, competition and growth of the labor market.

**The institutions** see their work as an aid to national policies aimed at social cohesion, reducing the risk of poverty, and also as a means of learning for all those involved. Institutions can have European and local government financial aid to support these activities. As FAMI<sup>5</sup>.

Another factor is the failure of migrant training in France. According to the research and as mentioned in IO2, the lack of linguistic competence is the first factor of failure.

Functional illiteracy, that is, reading and not understanding, is also an obstacle to pursuing professional training. The intense workload is incompatible with the professional's need to enter the job market. And the opportunities are differentiated from the offer of courses by sex, due to the cultural situation of the migrants.

The results of our research on this item were in line with the site [senat.fr](https://www.senat.fr)<sup>6</sup> (5) which exemplifies these situations.

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<sup>4</sup> Centre Inffo- <https://www.centre-inffo.fr/chapitre/acces-a-la-formation-des-personnes-etrangeres>

<sup>5</sup> FAMI -

<https://www.immigration.interieur.gouv.fr/Info-ressources/Fonds-europeens/Le-fonds-europeens-programmation-2014-2020/Le-Fonds-Asile-Migration-Integration-FAMI-et-le-Fonds-Securite-Interieure-FSI>

<sup>6</sup> Senat - <https://www.senat.fr/rap/r16-660/r16-660.html>

In France, one of the references for free training for migrants is Pole emploi, but we observed in the survey that prices in other institutions or private ones can vary between free courses up to € 1,500, depending on the course and duration.

In the research, it was suggested by the interviewees that the courses should have a schedule better adapted to the daily and cultural needs of the migrants, in addition to the suggestion that these courses be remunerated since the students are unemployed and invest their time in training.

### Greece:

In Greece, immigrants mainly look for the Civil construction, Child and Elder care and Horeca areas according to our survey. Foreigners often work in tourism, sales, services, etc. As a rule, this type of work involves a fairly intense schedule and fairly low wages. Also, a foreigner must put aside the idea of comfortable working conditions. There are usually few open positions, but knowledge of foreign languages will allow you to work as a tour guide or animator in a hotel; Hotels and resorts need chambermaids, receptionists and waiters; High family values make the work of housekeepers, nannies and caregivers of the elderly or seriously ill very important; Men may pursue positions as loaders, bricklayers, welders or concrete workers.

Greece has now become a host country, due to its location in the Mediterranean, the country is seen as a gateway for migrants to Europe, and in most cases they go to new countries.

Our research indicates that the main barrier to getting a job is the legalization of documents, in addition to language, as seen in the IO2 report, as another difficulty to enter the job market in Greece.

Without an official contract with your employer, you cannot have access to: basic health and social insurance, the public employment agency (OAEΔ), other social benefits (such as family allowances, etc.) and you are not covered for medical expenses. accident and sickness or maternity leave. Greece has a specific situation with Balkan migrants. They receive work permits for the planting and harvesting seasons and free access and movement between countries is allowed, but this permit only allows them to work in these specific areas. Courses that can facilitate integration in Greece are professional skills and language.

In Greece, the main objective according to the survey is to obtain professional certification to get a new job and validate previous experiences to also leave sub-jobs. Language certification, as seen in IO2, which is also fundamental, is necessary for the labor market, to solve bureaucracies and to achieve stability and security in the country. Migrants in Greece seek through training, integration into the labor market, certifications and new skills for other professions. They are informed of job opportunities through NGOs, social workers, labor agencies, UNHCR and OAEΔ. The Greek language has a very specific and difficult alphabet when you have Arabic, Balkan or Latin as your mother tongue. However, like every country, the language is a basic and necessary tool for a minimum of integration and a tool to look for work.

They face different barriers to undertake the training, such as the need for legal documents and language difficulties. The main objectives that most motivate migrants in Greece to study and develop professionally are: consolidation of the legal immigration process, financial achievement comparable to a Greek worker and job stability. Some factors that discourage migrants to develop professionally are the difficulty of regularizing documents, the language and the fact that there are other countries in Europe that are economically stronger than Greece and become the target of most

migrants. According to our research carried out, the interviewees informed that there are no more aids, and that in the past there were social fund programs with a subsidy of 5 euros per hour, internships in companies or SENs, but now Greece is not entitled to ESF FUNDS and there is no subsidy.

When questioned in our survey about their knowledge of financial aid, specific programs to help professional training, respondents mentioned the lack of knowledge of this information. But the Greek government has language courses that are generally carried out through NGOs and social offices. When asked about the training benefits we got 3 different point of views:

**For migrants**, access to vocational training allows an improvement of their work environment, a salary increase and social integration in the host country. It is possible to meet people from other cultures and get to know Greek culture better.

**For employers** in Greece, Companies are engaged with OAED projects to boost the hiring of unemployed migrants.

**The institutions** All initiatives are organised through the OAED (*Organismos Apasholisseos Ergatikou Dynamikou*), the government employment agency that oversees labour policy and development in Greece, and funded by national instruments, funding allocated to the Greek recovery and resilience plan, as well as additional European financing.

Another factor is the failure of migrant training in Greece. According to the research and as mentioned in IO2, the lack of linguistic competence is the first factor of failure. Migrants are psychologically shaken by the stress situation due to the difficulty of legalization and the impossibility of communication and access to information and the job market.

## Italy:

In Italy, immigrants mainly look for the Civil construction, Industry and Services areas according to our survey. Migrants also tend to work in agriculture and women find work in the textile industry, etc. Italy has now become a host country, due to its location in the Mediterranean, the country is seen as a gateway for migrants to Europe, and in most cases they go to new countries. Our research indicates that the main barrier to finding a job is bureaucracy, in addition to language, as seen in the IO2 report, as another difficulty to enter the job market in Italy. Language courses are offered free of charge by the Government and facilitate integration in Italy, in addition to the importance of obtaining a job based on previous professional experience.

The Italian language is very important to achieve integration and find work because Italy is a country where the population is not generally bilingual like most European countries, so the local language is more than necessary.

One difficulty for migrants to find work is competition with the local population, as Italy is the European country with the most people in the situation of job seekers.

In Italy, the main objective according to the survey is to obtain professional certification to get a new job and validate previous experiences to also leave sub-jobs.

Migrants in Italy seek through training, integration into the labor market, certifications and new skills for others professions.

They are informed of job opportunities through NGOs, social workers, labor agencies, SAI, centri per impiego and uffici del lavoro.

When asked about the training benefits we got 3 different point of views:



**For migrants**, the biggest benefits are the integration in the country, the opportunity to study the language and search for work.

**For employers** in Italy, industry and agriculture generate jobs, which are generally seasonal, but the local population seeks more prepared jobs, so these sectors of the economy are benefited by filling these jobs with migrant labor, which also have specific legislation for protection of temporary migrants.

**The institutions** training institutions are recognized by the government and by society for the process of integration of migrants in order to alleviate the problems of each stage of the process, among them we can mention SAI, employment centers and labor offices. Another factor is the failure of migrant training in Italy is the bureaucracy, the difficulty of physical access to training.

### **Luxembourg:**

In Luxembourg, immigrants mainly look for the Civil construction, Cleaning and Services areas according to our survey.

Our research indicates that the main barrier to getting a job is the legalization of documents, in addition to the three official languages, which potentiate the integration problem as seen in the IO2 report, in addition to financial fragility, which is another situation that appears as a common factor. to enter the job market in Luxembourg, as being a country with an expensive economic life, this destabilizes the emotional and financial situation of migrants.

Language courses are offered by government institutes such as CAI and ADEM through bonuses that cost €10 for migrants. These courses are found in NGOs and also in courses of city halls. The French language is very important to integrate into the job

market and into society in general, and the Luxembourgish language is essential to get a job in the public sector. The population of Luxembourg, unlike most countries, is in a very unusual way trilingual, a differential that is part of the school curriculum of public schools, that even the migrant is not regularized with the documents, it is mandatory to register children in the educational system from the country.

Luxembourg also has a different characteristic when it comes to highly qualified migrants, as the country is a reference in the financial and spatial sectors, having a significant portion of migrants with university education and generally bilingual.

In Luxembourg, the main objective according to the survey is to obtain professional certification to get a new job and validate previous experiences to also leave sub-jobs.

When asked about the training benefits we got 3 different point of views:

**For migrants**, benefits from government-supported integration in the form of courses, professional guidance and follow-up interviews by ADEM and NGOs such as CLAE, ASTI and OHC.

**For employers** in Luxembourg, companies receive tax benefits for help with training, professional or language skills, for their employees. Its employees have access to high quality training and contribute to the quality of its services.

**The institutions** receive support from the government to monitor and train the migrants. This work is highly recognized by society and effectively makes a strong contribution to the social and labor areas of the country.

## Portugal:

Just like France, which receives a large flow of migrants from the former colonies, the same happens in Portugal. In Portugal, immigrants mainly look for the Horeca, elder and child care, civil constructions and services, according to the survey.

The same occurs in the cleaning sector, where research reports that most women get their first job in this area. Our research indicates that the main barrier to getting a job is the legalization of documents for those who are not descendants of the former Portuguese colonies, in addition to the language and sometimes mentioned that age can be a difficulty. Some points of this discrimination in the market are age, sex and certifications.

The courses that can facilitate the integration in Portugal are professional skills and languages. As most migrants come from former colonies, the language is not the biggest problem, but the regularization of professional certificates is in fact a difficulty for immediate access to the labor market.

In Portugal, the main objective according to the survey is to obtain professional certification to get a new job and validate previous certificates and experiences to also leave sub-jobs. Language certification, as seen in IO2, which is also fundamental, is necessary for the labor market, to solve bureaucracies and to achieve stability and security in the country. Migrants in Portugal seek through training, integration into the labor market, certifications and new skills for others professions.

They face different barriers to carry out training, such as the need for legal documents, access to information and guidance, access to health care and lack of financial capacity. When questioned in our survey about their knowledge of financial aid, specific programs to help professional training, respondents mentioned the lack of knowledge of this

information. Migrants are usually informed about training by friends, family, social centers, NGOs and also by institutions such as Amadora, Inova, CNAIM, Espaço Cidadao, ACM, IEFT-PPT program, etc. When asked about the training benefits we got 3 different point of views:

**Migrants** have a huge range of training and monitoring centers to guarantee the beginning of the integration process in the country. Some courses are free, including language courses in the IEFP program, and other professional courses must be sought according to the profile and need, which the training centers help to identify and send them to the training corresponding to the needs of the worker.

**For employers** in Portugal, the government, through the IEFP<sup>7</sup>, provides support and incentives to companies, programs such as Ativar.pt, interior Mais, sustainable jobs, among others.

**The institutions** receive good support from the government, such as the training check, and are recognized by society in the implementation of migrant integration programs. Generating value to the production chain and creating opportunities in the social field. Another factor is the failure of migrant training in Portugal. According to the research and as mentioned in IO2, the lack of linguistic competence is one of the factors of failure. In the research, it was suggested by the interviewees that the courses should have a schedule better adapted to the daily and cultural needs of the migrants, in addition to the suggestion that these courses be remunerated since the students are unemployed and invest their time in training.

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<sup>7</sup> <https://www.iefp.pt/>

## 6.2 General Analysis of open and closed responses.

### 1. What are the sectors in which immigrants seek their first job?

Information shows that the main sectors in which immigrants find work when they arrive are cleaning, Horeca and civil construction, with more than 40% of responses. Other sectors that are also common to be mentioned are: industry and monitoring of children or elderly people.

### 2. What are the decisive criteria when hiring a job candidate?

For hiring migrants, the main criteria mentioned were: fluency in languages, experience and professional certifications. In addition, other criteria were mentioned, such as computer knowledge, age and gender.

### 3. What are the most important barriers in getting a job?

The main barrier mentioned in the interview in hiring migrants was the lack of documents regularizing their situation in the country. Other barriers were mentioned but with a very low percentage, such as age, gender, family situation and religion.

### 4. How can a professional course add value to a migrant's life?

A vocational course adds value, as it trains the migrant and helps him to understand the different behavioral and work situations present in the country. It may be useful to be closer to the language and the work mechanism in the country, providing skills, simultaneously activating processes of sociocultural insertion. According to the participant's opinion, training entities take advantage of the fact that migrants do not

speak the language, as they are often referred to courses with less demand and less demand in the labor market, thus generating frustration. When there is a correct referral, and when the participant has a specific skill, this course is of more value.

An important point mentioned is that there is still no focus on post-course employability, because in addition to preparing the migrant to be able to work locally, there should be follow-up with the labor market. In addition to the importance of training and certification, these programs help to have a better social insertion, new contacts, new friends, a better professional life, thus accelerating integration. Thus creating opportunities for more and better job search options and improved communication skills.

A fundamental and common point is the importance of acquiring language and professional skills that can help them access the job market, increasing the range of possible jobs, since without training there are very few jobs for which migrants can be recruited. Access to the labor market not only empowers them economically, but also socially. It helps them to understand the reality of the country where they live, to acquire language skills and to improve their network.

#### 5. How do they get information about the labor market of the country?

The main point addressed was that job opportunities are found through the internet. However, many others were mentioned and confirmed throughout the interview, such as: Through word of mouth from compatriots and friends; Through employment agency, social media ads. Local work support departments such as in each partner country as: IEF, CLAE, ADEM, Emidio Garcia Entity, OFII, etc. Commonly mentioned, however, was also the initiative and proactivity and willingness to research on the part of the migrant. For there are many resources to help migrants.

For example: social workers, social projects; cooperatives; associations; specific professional insertion offices for migrants, etc. However, this information is difficult to obtain, there is a lack of tools available to communicate quickly and transparently to the population. Typically, employment consultants in many organizations have a network of employers and assume the employer-employee interface.

Job search agencies have little involvement in the process, as they cannot serve migrants with a low or even moderate level of the language of the host country. Migrant communities also play an important role, especially with employers from the same home countries as migrants. Through NGOs specialized in the sector there is also support.

#### 6. What is the purpose of learning a course?

Obviously the answer we got was: quickly to find a job. However, in addition to this central point, we were concerned with discovering which other factors would be important. The purpose of a course learning is socialization, job training, human and professional growth and skills need to be improved. The importance of training the individual to work in the labor market. For the migrant, this is a social intervention. It is a strategy for creating vectors that allow the strengthening of the migrant and the creation of social interaction networks. It also makes it possible to open different opportunities within a competitive job market.

Like most of us, we seek to have a better life, better salary, living conditions, to have another status in social life. Acquiring knowledge in a specific subject, updating existing knowledge, networking. Training is important so that the migrant acquires linguistic and professional skills and allows migrants to have a dignified life, outside the margins, to integrate into the society of the host country to the extent that they can and want to.

## 7. What training needs do migrants have?

The training needs of migrants are of a linguistic and professional nature, knowledge of social and civil inclusion services.

Official languages of the country are essential, in addition to basic knowledge in the desired position. Language is a key aspect. If you speak the language, the needs depend on the person's focus and goals.

After that, there are those that have structured study plans. Vocational training is a way of entering the job market. Needs can be many, like IT, etc. The important thing is the continuous development of skills (soft and professional, but also social and intercultural) and at least a minimum of linguistic support, mainly oriented towards the work environment. And finally, when getting a job, it's very important to learn how to manage your personal budget, money to save and invest in your future in your new country.

## 8. What do they want/need to get from training?

Migrants effectively seek a course that should always be an added value that allows them to integrate into society and the possibility of looking for a better job and they want and need to speak the country's languages, they also need good information and guidance. They also need to be able to communicate in the work and social environment and acquire professional skills that allow them to seek better working conditions and wages. The courses give Confidence for the first steps, ie professional knowledge, knowledge of the social content of work, ie labor rights and work-oriented language support. This is a tool that allows them to feel useful to society, to gain respect for themselves and feel more integrated.



### 9. How do migrants get informed about the available trainings offered?

The data collected shows that information should be more accessible and transparent, but anyway, they get information through the Internet, friends and employment centers. There are also education platforms such as lifelong-learning websites, which is an online platform that concentrates the certified courses available in the country. They also use government websites, social media, lifelong learning website, NGO and institute information such as: IEFPP, OFFII, CLAE, CSL, ASTI, Caritas, ADEM and social workers.

### 10. What are the most important barriers in attending a training?

The main barriers found during the research were:

- legal documents,
- training schedules,
- family situation,
- lack of financial capacity and
- Age.

### 11. What are the factors that motivate the migrant to develop professionally?

The main goals found during the research were:

- Money,
- Family,
- Safety,
- Personal goals,

- Having a house

## 12. What are the factors that discourage migrants from developing professionally?

The main facts found during the research were:

- Bureaucracy,
- Lack of time,
- Lack of money,
- Lack of physical access to training

## 13. Is there any financial aid for training?

There are some cases that yes, migrants have support and funding for professional, language and education courses, but lack of information on the subject appears in the research clearly. For private courses, it exists through incentives from companies and taxes, as companies and citizens can also deduct the amounts paid from the taxes due. There are also teachings carried out indirectly, participating in free training programs.

## 14. What is the benefit that training entities have in training a migrant?

The main benefits are that they promote the integration of migrants, adding value to society. Other benefits are that they can help migrants find a profession and get out of unemployment, to improve the training of the workforce available in the country. Institutions and their workers gain experience in training these groups' problems and developing techniques to solve them. They broaden the knowledge of their employees, understand the problems of migrants and create educational material for these groups.

15. What are the characteristics of current training of migrants that are not successful?

We identified some common points during the research:

Long duration of courses, prices sometimes out of the migrant's budget and topics of little interest.

A lot of hours of training.

1- problem also faced by those migrants who only seek benefits from the government,

2- lack of knowledge of the local language,

3- lack of legalization or documents releasing formal work.

A lot of bureaucracy and difficulty in accessing information also hinder the process.

Often they face the need to have a work contract in order to be able to take government course help. It was also mentioned that training could have course hours paid by the government. Another point pointed out was that the sexes do not have the same opportunities to access training programs - not all age groups are involved.

The lack of flexibility to allow more migrants to participate. Also, the lack of realism in training programs also interfere with the process. If the programs do not have interpreters, many migrants cannot attend them because they do not know the language well, and language training is still done in a very formal way.

16. What are the average prices per training course for migrants?

Most migrants do not have information about the availability of courses and their prices. However, in our spontaneous research, values of all ranges were identified, normally the perception of course prices are: from 10 to 900 euros in general or in very rare cases, free of charge.

## 17. How do you believe that a course would work best?

Some suggestions and personal opinions were compiled during the research, suggesting: Courses after work, few hours, topics of interest and free.

1- integration courses in the country

2- online language courses

3 professional courses on Saturdays or online.

Online courses are good tools; we should use new technologies to provide ways to learn at a distance. courses must be linked to the sector you want to work in. have practical internships in companies. have mentors.

timetables must be adapted to students. facilities must be ready for transport. trainers should be familiar with the subject and practice. the duration must be adapted to the needs of the people. if we ask them about their skills and previous work experiences, if we use the skills and try to combine them with professional courses, if we integrate them with programs like microlux, generating funding for these courses, the courses must be related to practical life at work, flexibility of frequency; to be more practical; to be more adapted; be less theoretical.

Whether social and experiential learning activities were incorporated. Taking into account the general planning of the state and the strategy defined by the host country.

If the issue of language is taken into account. it would work better if trainees had a subsidy, if it was linked to placement on the job market, if it had childcare, if it combined the language and subject of the training. By integrating an intercultural aspect; teaching them the expectations of society. formal and non-formal education are needed.

18. Would you like to add something?

The NGOs make a free work and effort to help migrants. The courses are a first help to change their lives, so all countries should recognize the certifications among European countries. This could help migrants have a better life and a better work conditions.

## 7. Recommendations

### Conclusion about the importance of certification for low-skilled jobs

Answers to these questions allowed partners to suggest training modules around 4 major competences:

- ▶ **Language skills:** set of skills which enable migrants to speak and write in the language of the host country and to interact appropriately in social and professional life.
- ▶ **ICT skills:** the mastery of basic mathematical and digital skills is essential for active participation in society throughout life. It allows people to understand and develop their ability to act in their environment, to develop independently in daily life and to secure their professional career.
- ▶ **Soft skills:** set of skills required to interact positively with people from different cultures and the ability of a person to mobilize a set of resources enabling them to participate actively in social life.

- ▶ **Professional courses:** they reflect the ability of a person to enter the labor market and to remain there, while respecting the skills already acquired in the host country, the motivations and interests of the person.

▶

Certifications can play a significant role in enhancing the employability and career prospects of individuals, even in low-skilled jobs. While low-skilled jobs may not require advanced degrees or extensive training, obtaining relevant certifications can provide several benefits:

**Skill validation:** Certifications validate an individual's skills and knowledge in a specific field or job role. They serve as tangible proof of competence and can help job seekers stand out in a competitive job market.

**Increased employability:** Having certifications can make candidates more attractive to employers. Employers often use certifications as a screening criterion to identify qualified candidates for low-skilled positions. Certifications demonstrate a commitment to professional development and a willingness to acquire the necessary skills for the job.

**Career advancement:** Certifications can open up opportunities for career advancement within low-skilled jobs. They can help employees move up the career ladder by acquiring specialized skills and knowledge, thereby qualifying for higher-level roles or increased responsibilities. **Professional credibility:** Certifications add credibility to an individual's profile. They indicate a level of expertise and professionalism that can instill confidence in employers and clients. Certification holders are often perceived as more reliable and competent, leading to increased trust and better job prospects.

Higher earning potential: Certified individuals in low-skilled jobs tend to command higher salaries compared to their non-certified counterparts. Certifications demonstrate value-added skills and competence, justifying the request for better compensation.

Industry requirements and regulations: Certain low-skilled jobs may have legal or regulatory requirements that mandate specific certifications.

To make the most of certifications in low-skilled jobs, consider the following tips by Lifelong Learnings modules: Research industry-specific certifications that are relevant to the job you are interested in. Choose certifications that have recognized credibility and are well-regarded by employers in your field. Seek out training programs or institutions that offer quality certification preparation courses. Leverage online platforms and resources to access affordable or free certification programs. Network with professionals in your desired industry to gain insights on the most valuable certifications and how they can benefit your career. Certifications can enhance employability and provide a competitive edge, but it should be viewed as complementary to other qualities like work experience, soft skills, and a strong work ethic.

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