MILMET

Migrants' Integration into the Labour Market & Ecological Transition

Needs Analysis

Setting the context

Aim: to define the contents of the IO2 (Toolkit) according to the needs of our target groups & to identify the primary areas of focus along with the type(s) of resources (for educational purposes) that are going to be included in the toolkit

Target group: migrants & refugees, trainers & educators & organisations

Methodology: mixed, qualitative & quantitative data collection & analysis, eg. interviews (virtual or face-to-face), questionnaires, desk research or a combination of the methods

Sample: availability & ease of access, convenience sample

Migrants & Refugees

Participants: 34 in total, 16 of them from the Middle East, Asia or Africa & 18 of them from Ukraine

Learning new things: All of them interested, through:
- hands-on & repetitive activities, daily activities in their communities (cooking, cleaning, playing, etc.),
- writing
- reading books, magazines & newspapers,
- exchanging information with other people, practicing with people who know more, engaging in conversation with native speakers & working with them for language learning,
- internet, searching for information online, using different apps, YouTube videos,
- with an educator, meetings in person, classes near home &
- online/ offline lessons (seminars, webinars, meetings, training, etc.)

Migrants & Refugees

Time dedicated to learning: differentiated preferences:
- **daily: 1-6 h**
- **weekly: 1-4 h**
- **free time**

Digital device: smartphones, laptops, PCs, TVs

Internet access: the majority (problems with the stability of the connection)

Learning resources: mostly online resources, but some prefer either offline or both

Migrants & Refugees

Learning resources: prevalent types of resources:

- videos (tutorials, testimonials etc.),
- books, articles, databases etc.,
- audio media (podcasts, songs etc.), song singing with educators,
- games (bingo, twister, "who am I"),
- proposed activities,
- infographics, images, etc.
- online courses &
- other: documentaries, crafts making, draws, classes with an educator, translated texts, articles, fairy tales, stories & cartoons

Migrants & Refugees

Employers' resources: all of them, about:

- topics related to the workplace, the organisation & the facilities,
- information about the domain &
- information about the job of interest, the job title, the duties/responsibilities, the necessary vocabulary, the tools/toolkits & security

Topics of interest:

1. Language learning resources
2. Diversity, social inclusion, and labour rights
3. Workplace related resources
4. Ecology and sustainability
5. Development of green competences
6. Digital skills' development
7. Life skills and experiences

Migrants & Refugees

"Ecology", "Sustainability" and "Green economy": the majority has no knowledge (a few have more concrete knowledge) & would be interested in learning more, most of them are interested in working in the field (safe environment & well-paid jobs)

Experience in "Green economy sector": Some of them have experience (fields, agriculture, gardens, fishing), a great number don't have any

Importance of "Green economy sector": important topic worldwide for the preservation of planet & natural resources, local agriculture production & lower prices, reduction of food waste & waste, creation of new jobs & specialisations & reduction of unemployment.
Doubts about feasibility (human rights & fair wages)

Difference in importance (host country & country of origin): because of priorities & needs, in terms of environment, natural resources, consumption, waste production, gas emissions, recycling of clothes, bags, shoes & furniture.

Trainers & Educators

Participants: 15 in total, 11 of them with experience in teaching migrants from the Middle East, Asia or Africa & 7 of them with experience in teaching refugees from Ukraine

Experience teaching refugees/migrants: most of them (in voluntary or official settings)

Educational materials:
- organisation's material (manuals), material from the official educational curriculum & relevant projects,
- photocopies from language learning books, books & translations in students' native languages,
- interactive games (bingo & twister)

Educational materials:
- powerpoint presentations,
- internet resources (exercises, worksheets, pictures, audio, videos, applications for language practice, material from digital platforms (canva & twinkl),
- online courses

Trainers & Educators

Course/ resources:

- most of them use a specific course (suggested by their organisation or their own lesson plan), with adjustments (students' needs) & the addition of material (interactive tools, internet resources, country's official curriculum, books, websites)
- not a specific course (inspiration from previous projects, adaptation of online resources from Twinkl, Pinterest, YouTube, Tiktok, from books & worksheets)
- online courses (Google Meet, sending invitations, the material & homework)
- big groups (combination of resources & materials)
- small groups (specific course or resource for personalised teaching)
- groups with high levels of literacy & pre-existing knowledge (knowledge of smart devices' use)

Trainers & Educators

Use of materials:

- interactively,
- complementary to planned lesson,
- following students' needs (adjusting the material, adding exercises & activities on the spot, creating notes, body language, examples, dictionaries & interpretation for deepening into theory, interactive resources)

Use of materials:

- introducing new topics,
- checking existing knowledge,
- as icebreakers & energizers &
- to combine theory with practice (workshops inspired by everyday life & games)

Homework assignment: depends on group of learners & motivation, no homework assignment because of lack of time, lack of suitable infrastructure on behalf of students, difficulty practising unsupervised

Trainers & Educators

Outdoor/ Hands-on learning:

- **most of them prefer practical learning (activities based on practice, outdoor activities to complement theoretical learning, memory games, following directions/instructions & communication during daily life activities)**
- **some of them prefer the traditional teaching style in a classroom (activities & discussion)**
- **authentic situations to cover students' multiple needs (tea & light meal sessions, participation in festivals)**

Effectiveness of resources (different types of students: illiterate, unschooled, non-reader/non-writer, schooled in country of birth): depends on country of origin (school system differences & level of mandatory education)

Trainers & Educators

Effectiveness of resources (different types of students: illiterate, unschooled, non-reader/non-writer, schooled in country of birth):

- **all types of students: graphics, videos, games, books & printed material**
- **beginners: images, pictures with text explanations, audio-visual material, role-playing & activities encouraging body language expression**
- **young adults & no previous education: practical, interactive, physical activities encouraging play (development of values & emotions) & workshops (development of creativity, nonverbal free expression)**
- **some language knowledge: theoretical classes providing information & resources for bureaucratic procedures**

Trainers & Educators

Online or offline resources: mixture of both

- **offline: avoid technical difficulties (bad internet connection, limitations of infrastructure), keep a better track of students' progress, students not being familiar with online environments, create safe spaces & be more attentive to students' creations for boosting their self-esteem**
- **online: convenience, flexibility, can be adapted easily (especially during online classes) & printed material is expensive**

Professional development (types of resources):

- **videos (tutorials, testimonials etc.),**
- **infographics, images etc.,**
- **books, articles, databases, etc.,**
- **games**

Professional development (types of resources):

- **proposed activities (experiential learning),**
- **audio media (podcasts, songs, etc.),**
- **online courses.**
- **other: discussions with students to detect needs, testing of different methods**

Trainers & Educators

Professional development (devices): laptop, PC, tablet & smartphone

Professional development (time distributed to learning): depending on personal needs:
- **daily through practice & 30 to 2 h**
- **weekly: 2 - 10 h**

Professional development ("Ecology", "Sustainability" and "Green economy"): not enough knowledge & interest in learning

Professional development (Topics of interest):
1. **Experiences and life skills**
2. **Diversity, social inclusion, and labour rights,**
3. **Ecology and sustainability,**
4. **Development of green skills**

Professional development (Topics of interest):
5. **Development of digital skills**
6. **Resources related to the workplace**
7. **Language learning resources**

Trainers & Educators

Learning about "Green economy" through language learning:

- **a number of factors to be considered (students' interests, abilities, experience & the specifics of each situation)**
- **suitable for students of different levels and abilities**
- **a number of prerequisites (thematic vocabulary, avoiding difficult & abstract terms, suitable facilities, means, budget & resources on behalf of the educational organisations, specific good practices & existing examples)**
- **aim: to enhance employment in rural areas**
- **Content Language Integrated Learning (CLIL) method (students of different levels & abilities, specialised training for the educators & adaptation to each organisation)**

Organisations

Participants: 10 in total,
- 8 of them with experience in employing migrants/refugees & 2 of them with no experience in the employment of migrants/refugees
- 8 of them with experience in employing migrants/refugees from the Middle East, Asia & Africa & 2 of them from Ukraine

Experience: the majority has experience employing migrants/refugees
- jobs: translators, trainers, intercultural mediators, land workers (on gardens), workers in the field of tourism & desk jobs in the context of AMIF projects related to migrants/refugees
- motive: need for a flexible & willing employee, confidence in performing work tasks, representation of the group of migrants/refugees in working team (related projects), competence, facilitating the communication with other migrants/refugees, the feeling of offering & helping a non-native person, dedication, adaptability, integration & bad experience with local employees

Organisations

Experience: good experiences in general (professionalism, the collaboration & the response to the presented tasks)

- challenges: delays in submitting & processing the employment applications, long bureaucratic procedures & the language barrier (key for efficient communication & mastering of the given instructions)

Skills: depend on the position & its characteristics: willingness to perform required tasks & learn, orientation to high quality, willpower, punctuality, open mindedness, capacity to be welcoming & respectful to others, ability to transfer & teach the professional & technical skills they acquired to others, soft skills, communication skills, teamwork skills, organisational skills, adaptability/flexibility skills, technical/ computer/ ICT skills, self-management skills, work experience, related studies, driving licences

Organisations

Difference in skills (migrants/refugees & native employees): related to language, acquired training or work experience in specific field, understanding of public services, legal immigration procedures, way of life between home & host country
- no difference: job performance (more efforts to communicate & express themselves), more dedicated & attentive to directions.

Necessary assistance (work in the field): legal assistance, professional assistance, language training, counselling, documentation assistance, training regarding working in diverse & multicultural workplaces, technical assistance, psychological & moral support (time for recovery & adjustment)

Organisations

Tools: video tutorials, pictures, images, info packs, graphics, practical tests, standard questionnaires/ interviews, skills' tests, periodical psychological examinations, support groups, apprenticeships, practice (experiential learning), constant communication & exchange of working techniques between home & host country

- not a specific training: employees selected based on existing abilities & experiences & more personalised, less professional tools

Training opportunities: most of them offer training opportunities (depending on their field, their staff & their financial capacity)

- fields: language classes, how to use technology for language learning, STEM education, specialised pedagogical training, communication & PR, participating in mobilities, agriculture & fishing training, customer service, intercultural communication

Organisations

Tools preference:
1. **Videos (tutorials, testimonials etc.)**
2. **Books, articles, databases etc.**
3. **Online courses**
4. **Proposed activities**
5. **Infographics, images etc.**
6. **Games**
7. **Audio media (podcasts, songs etc.)**

Topics:
1. **Language learning resources**
2. **Diversity, social inclusion, and labour rights**
3. **Life skills and experiences**
4. **Workplace related resources**
5. **Development of green competences**
6. **Digital skills' development**
7. **Ecology and sustainability**