



## Evaluation of the starting conditions of migrants, educators and employers

### 1. Introduction

In order to be able to review the development process of the future mentors, the curriculum and its impact as well as the future work of the mentors, it is necessary to conduct a project-accompanying evaluation with status quo reviews.

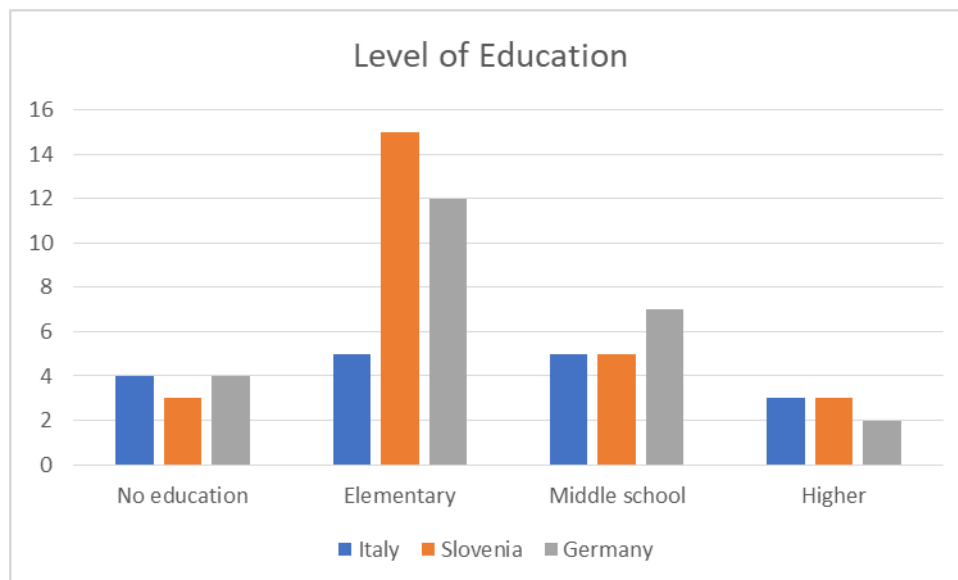
This first evaluation describes the state BEFORE the first training from different views.

We compare the different national results and draw the corresponding conclusions. The number of respondents is certainly not significant in the statistical sense and make no claim to completeness. However, according to statements of all project staff, they reflect also the perception of the observers.

### 2. Survey of migrants

There were a total of between 50 and 80 respondents to our questions. In some questions not all participants answered.

**Table 1:**

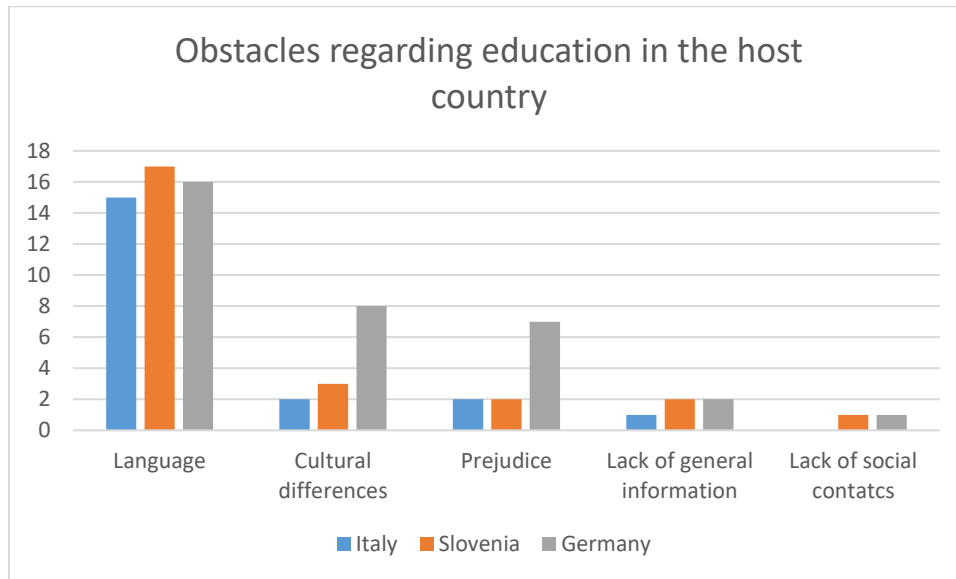


The migrants in the three partner countries give roughly the same picture of their own educational situation. Most of them have reached the Elementary level, many have the middle school degree and very few have, for example, a university degree. But it is also amazing that some (unaccompanied) young migrants have no school education. This is probably due to their origin in war zones.

**Table 2:**

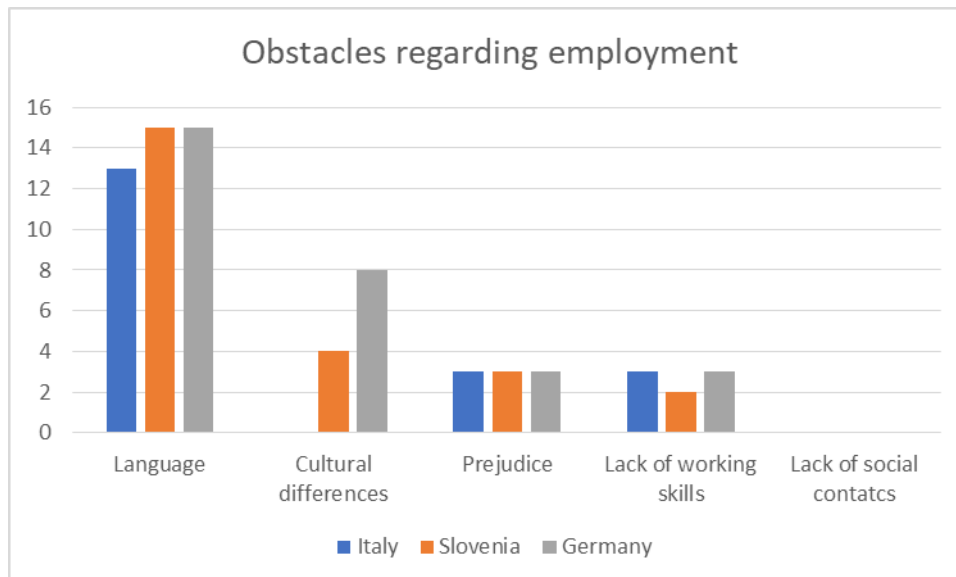


## Evaluation of the starting conditions of migrants, educators and employers



The biggest concern for newcomers is their fear of being unable to learn the language quickly and well enough. In contrast to Slovenia and Italy, the concern of migrants in Germany is that they may not be up to cultural challenges or become victims of prejudices.

**Table 3:**



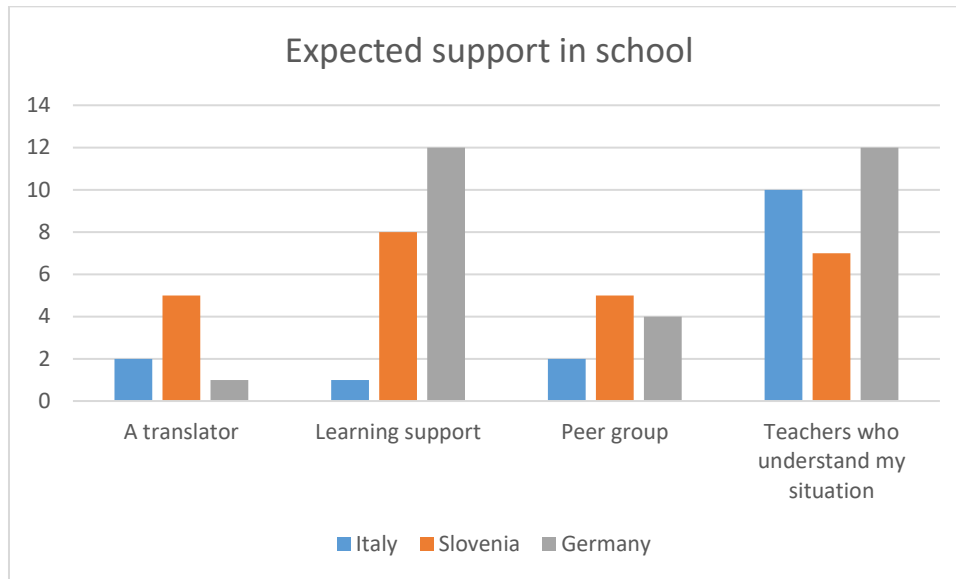
As before, the concern here too is not to master the language well enough. Again, migrants in Germany in particular have great concern due to suspected major cultural differences.

**Table 4:**



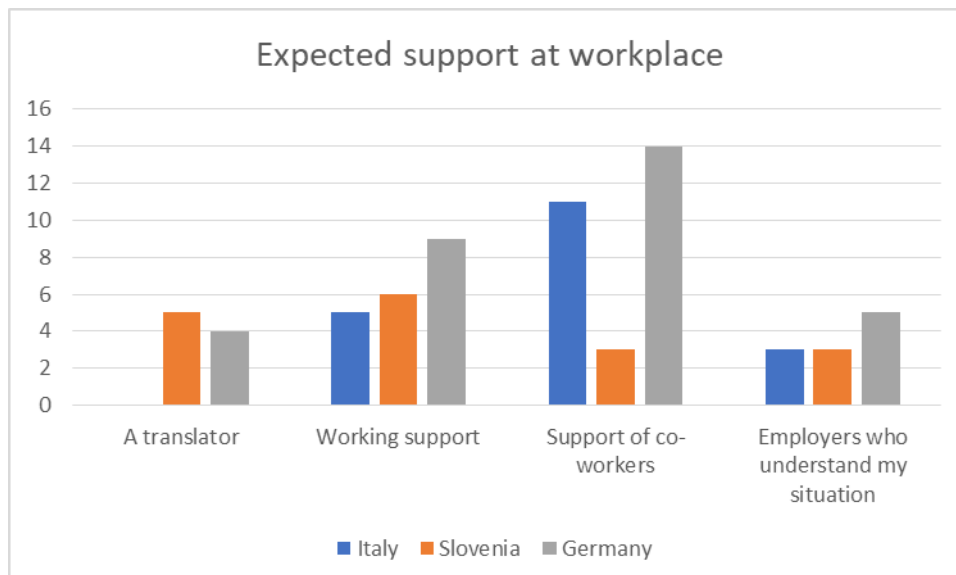


## Evaluation of the starting conditions of migrants, educators and employers



Respondents in Slovenia show a desire for support at school, which is equally distributed across all four issues. In Germany, the desire for learning support is significantly high, and for all three countries, the migrants want teachers to have a great understanding of their situation. Whether this refers exclusively to psychological understanding or attention or to the desire to be treated with particular preference, we could not infer from this survey.

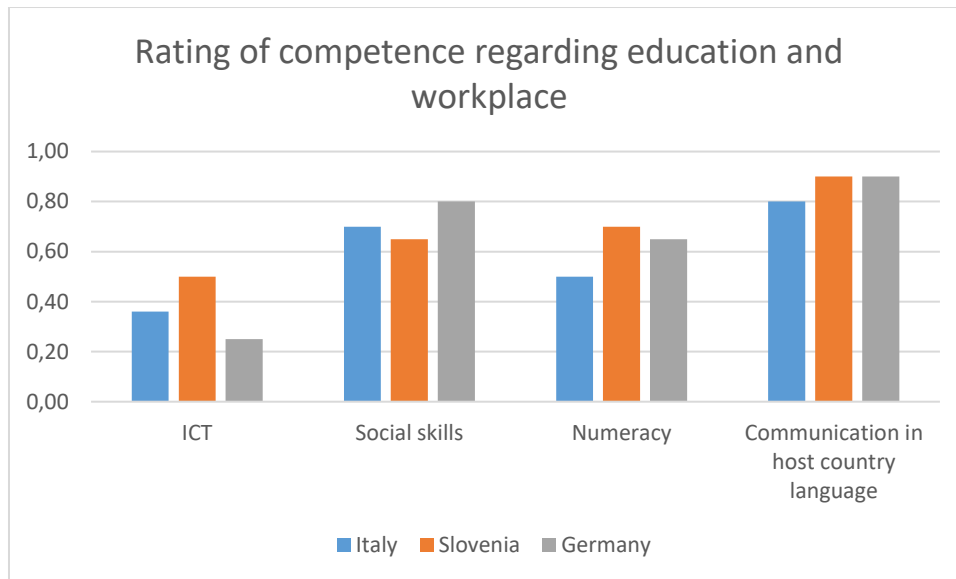
**Table 5:**





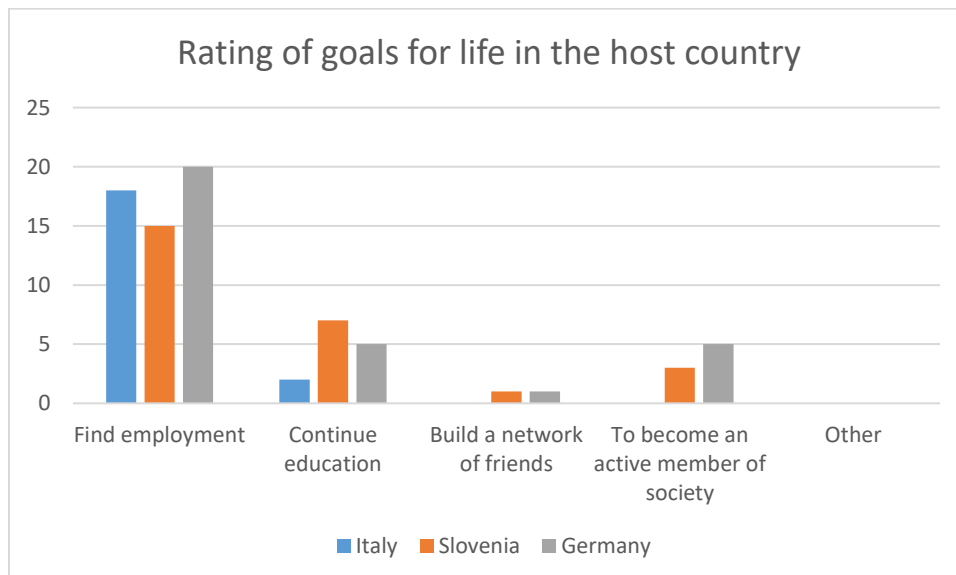
## Evaluation of the starting conditions of migrants, educators and employers

**Table 6:**



This result shows an astonishingly unified picture: ICT are important, but rather in the foreground, social skills, numeracy and communication in the host language are learned and mastered.

**Table 7:**



As might be expected, the newcomers first want to find a job and / or expand their education. All other things do not play a significant role at this time.

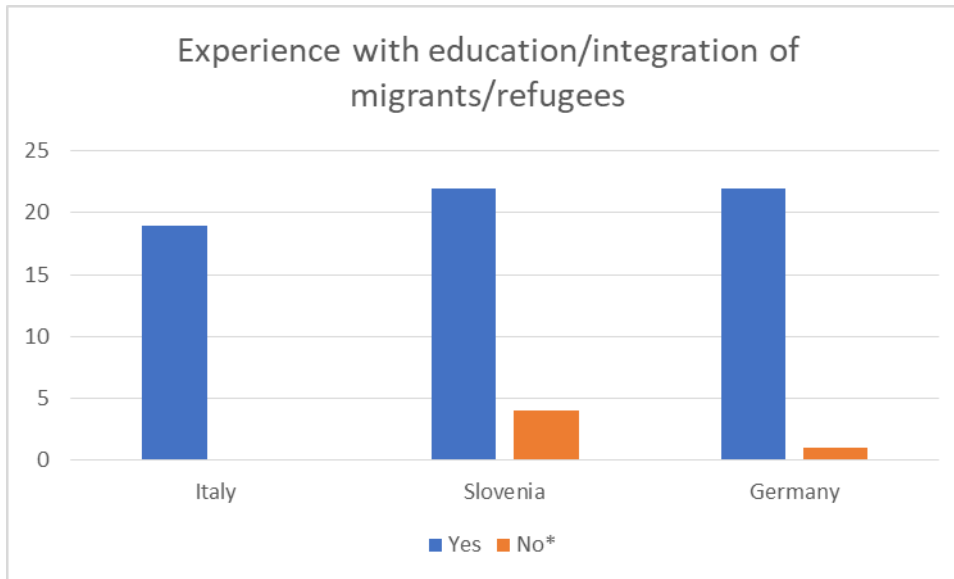


## Evaluation of the starting conditions of migrants, educators and employers

### 3. Survey of educators

Between 50 and 70 instructors, trainers and educators who train the migrants and future mentors have answered the following question series.

**Table 1:**

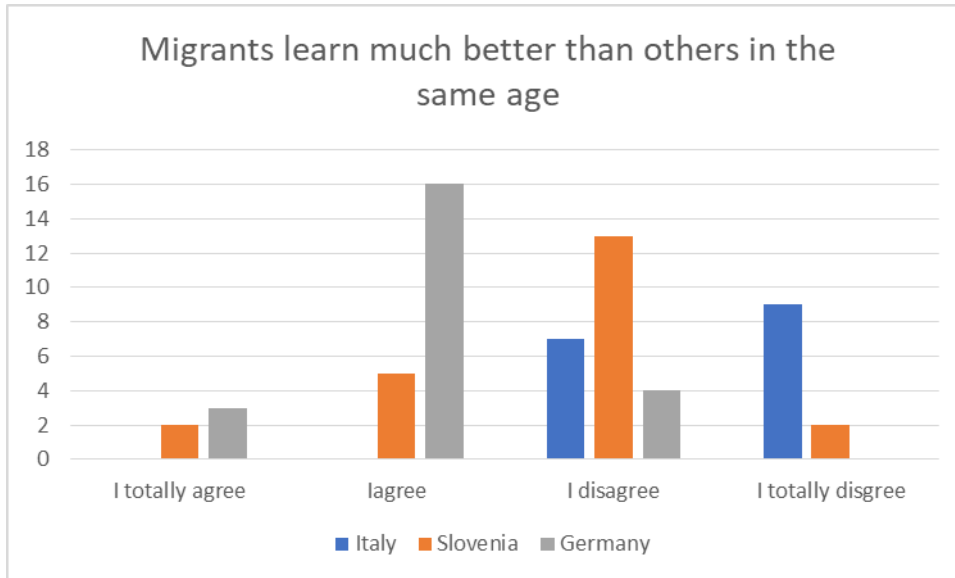


Most of all participating educators have experiences in integration work with migrants and refugees.



### Evaluation of the starting conditions of migrants, educators and employers

**Table 2:**



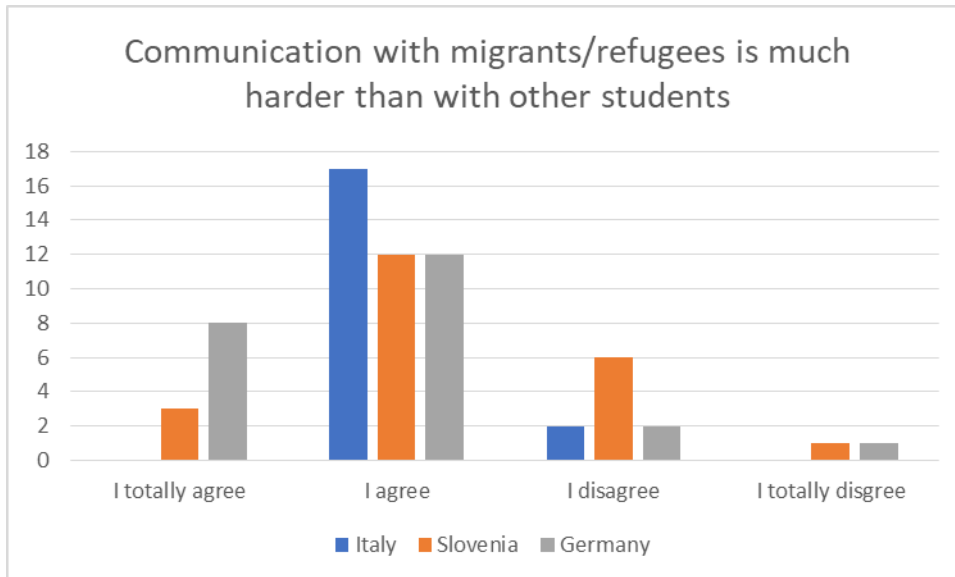
Here one sees a very unequal distribution of the assessment of the statement. The educators in Italy are of the opinion that migrants learn better than native students at all. On the other hand, a small number of Slovenian and German educators suspect that this is entirely true, but the majority say that this is more or less true, with the German educators seeing this as more positive than their Slovenian counterparts.

.....



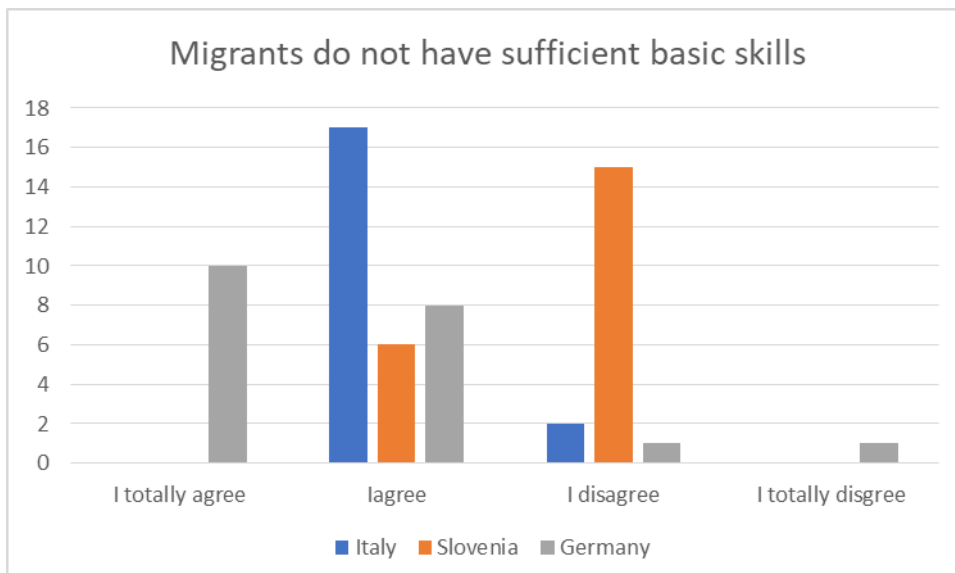
## Evaluation of the starting conditions of migrants, educators and employers

**Table 3:**



All the educators involved say that communication with their target group is more difficult, but overall there are no particular outliers except for the fact that a significant number of German teachers judged the communication to be particularly very difficult.

**Table 4:**

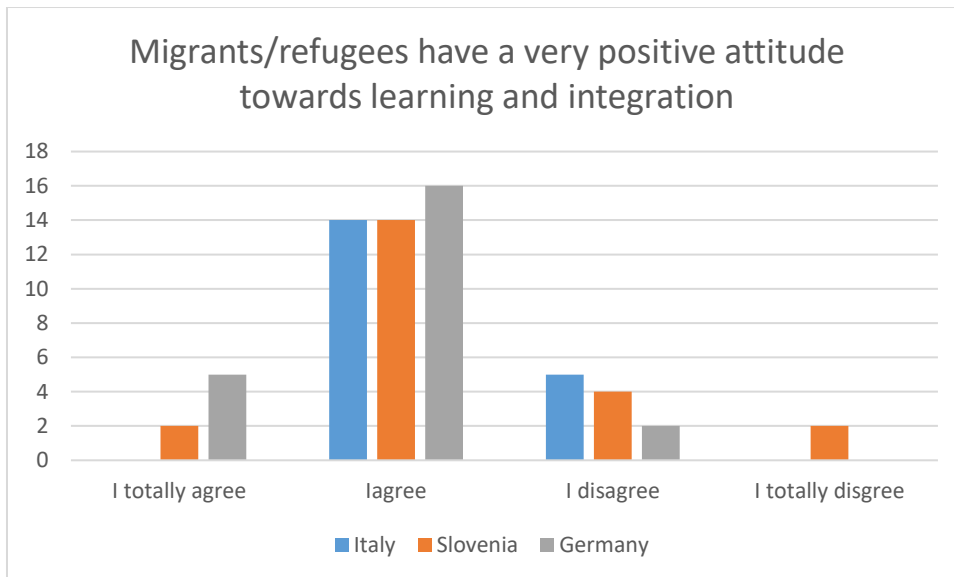


Most respondents say basic skills are not enough. This is further reinforced from the German point of view (perhaps due to the requirements of the Dual System). It is also noticeable that the Slovenian educators judge this less noticeable.



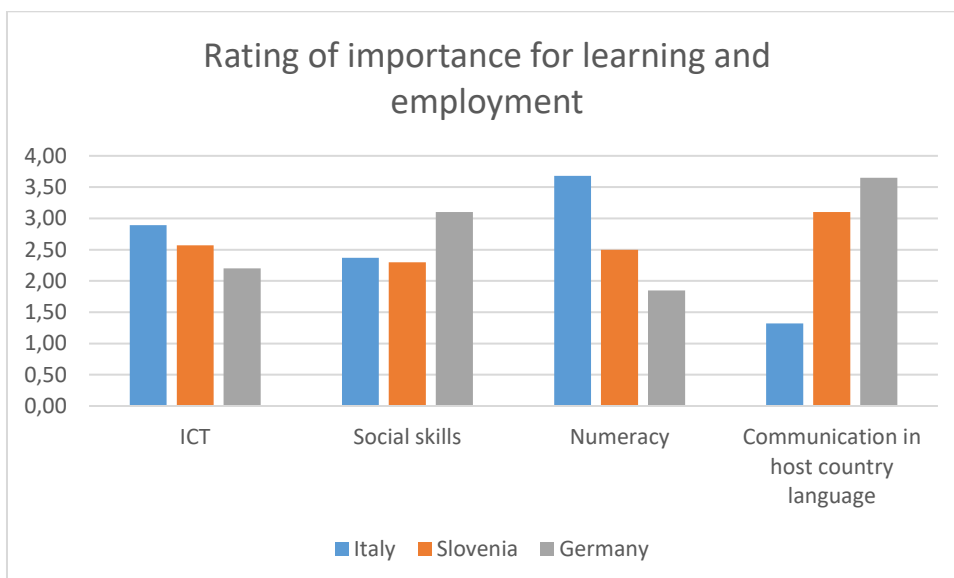
## Evaluation of the starting conditions of migrants, educators and employers

**Table 5:**



The statement is clear across national borders: It is stated that the learning and integration motivation of migrants / refugees is consistently good.

**Table 6:**



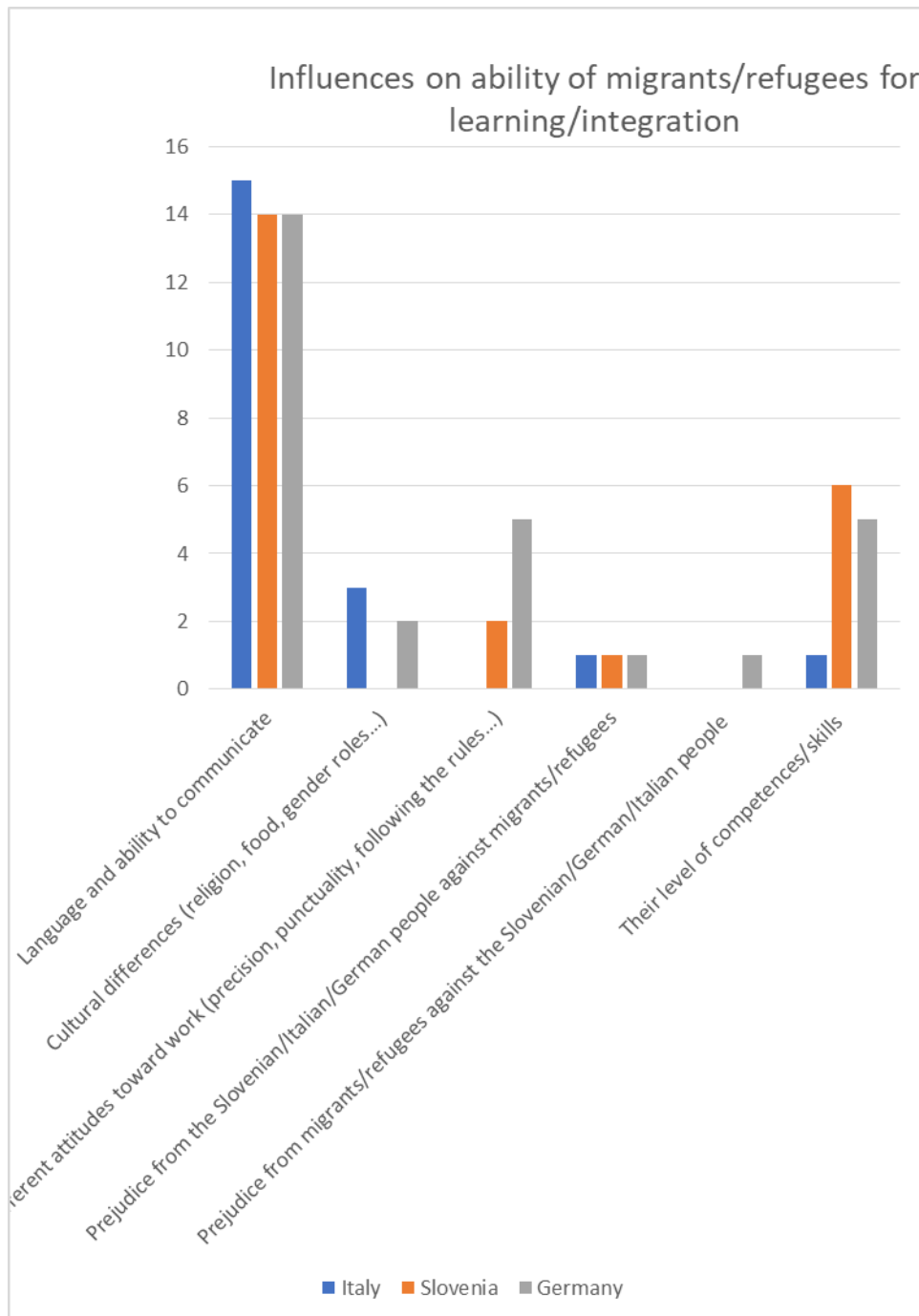
The assessment of the educators gives a more or less uniform picture and there is no discernible importance of a single field (ICT, social skills, numeracy, communication). Perhaps it should be highlighted that Italian colleagues consider numeracy to be particularly important, and that German colleagues regard communication.





## Evaluation of the starting conditions of migrants, educators and employers

**Table 7:**

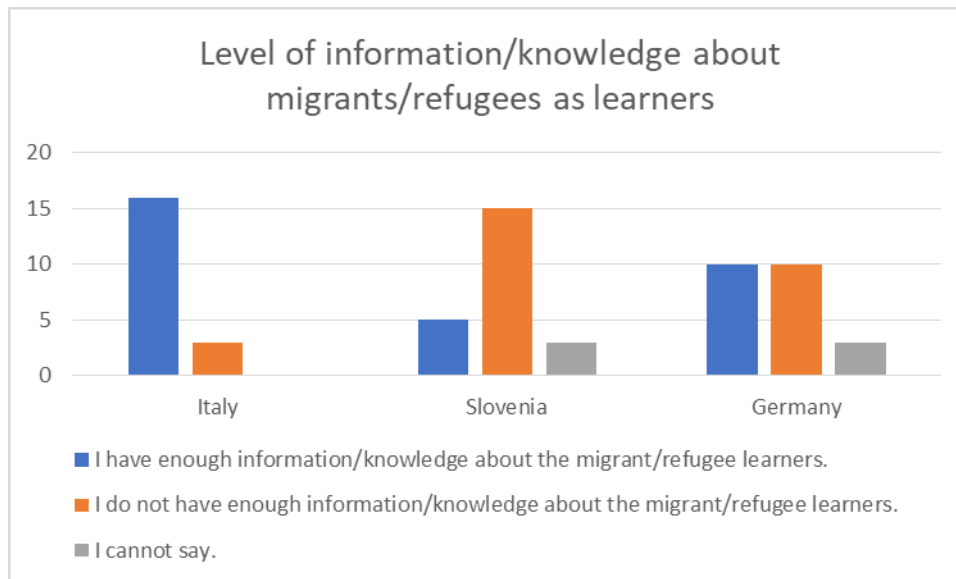


The cross-national result is clear: language in particular and the competences / skills - brought or learned - are the prerequisites for a successful integration.



## Evaluation of the starting conditions of migrants, educators and employers

**Table 8:**



The educators subjectively describe very different perceptions: The Italian colleagues feel absolutely and very well informed, the Slovenian colleagues feel less well informed and the German colleagues feel "more or less" well informed.

Here it must be stated that "being informed" is always a very subjective feeling.

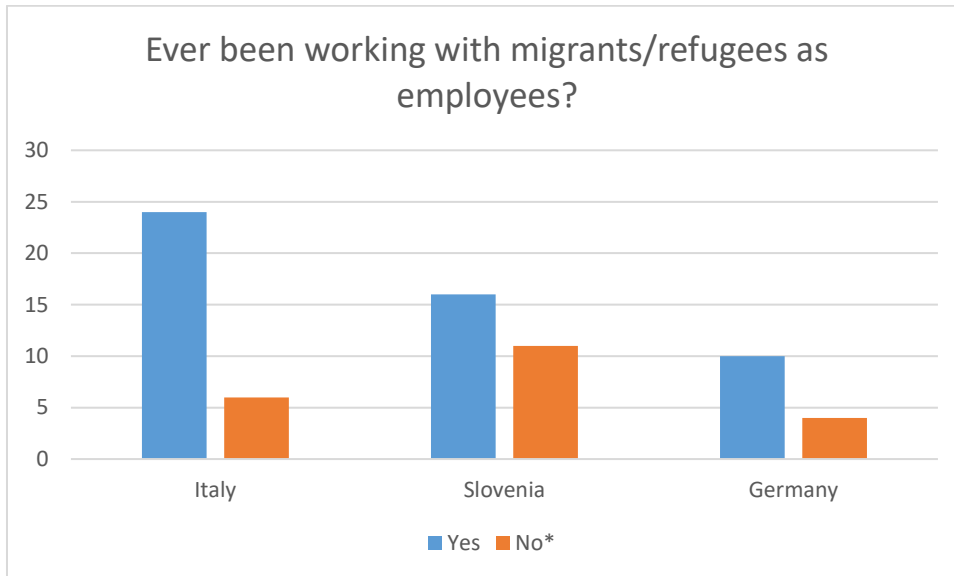


## Evaluation of the starting conditions of migrants, educators and employers

### 4. Survey of employers

In Italy and Slovenia, more than 25 employers answered the questions, in Germany only 14.

**Table 1:**

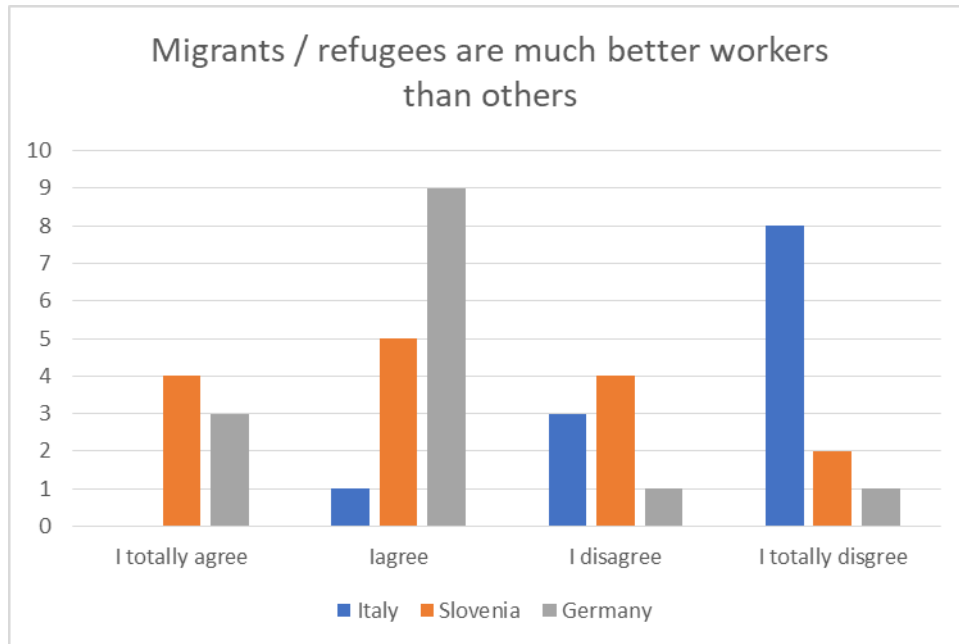


Most of employers are used to work with migrants / refugees as employees.



### Evaluation of the starting conditions of migrants, educators and employers

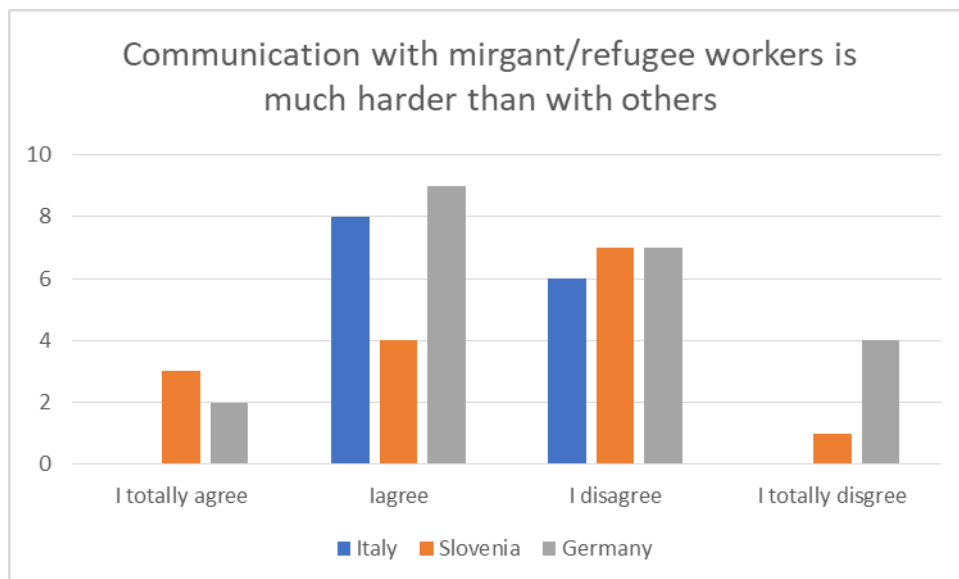
**Table 2:**



Here, we see a very diverse opinion across countries. While in Slovenia and Germany, a significant number of employers say that they are totally or fundamentally in agreement, the Italian employers give a very negative assessment.

The reason for this could not be determined in the context of this short survey.

**Table 3:**

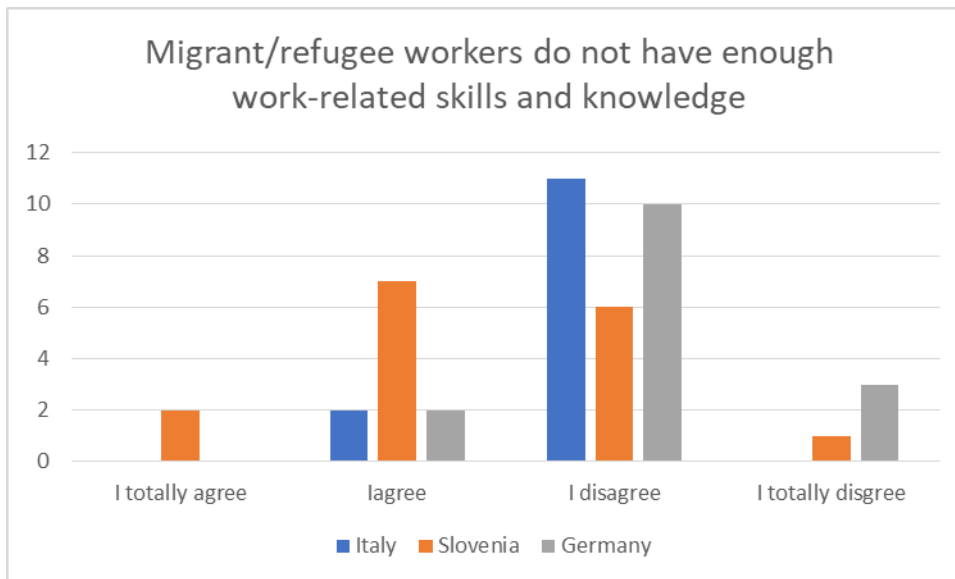


From a cross-national point of view, there is a relatively uniform picture that employers more or less agree here.



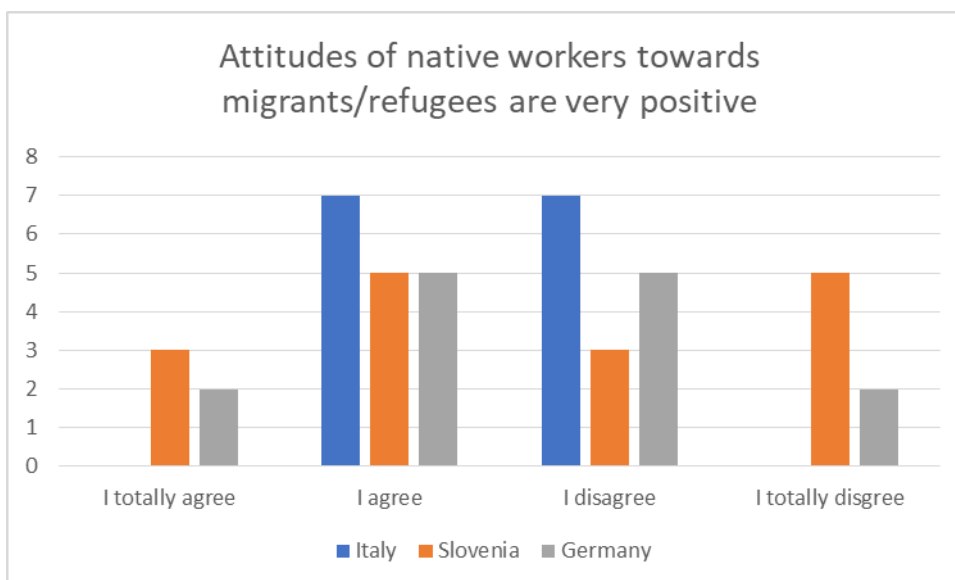
## Evaluation of the starting conditions of migrants, educators and employers

**Table 4:**



Despite all skepticism, employers cross-country say that migrants / refugees have good qualifications for their work skills and knowledge.

**Table 5:**



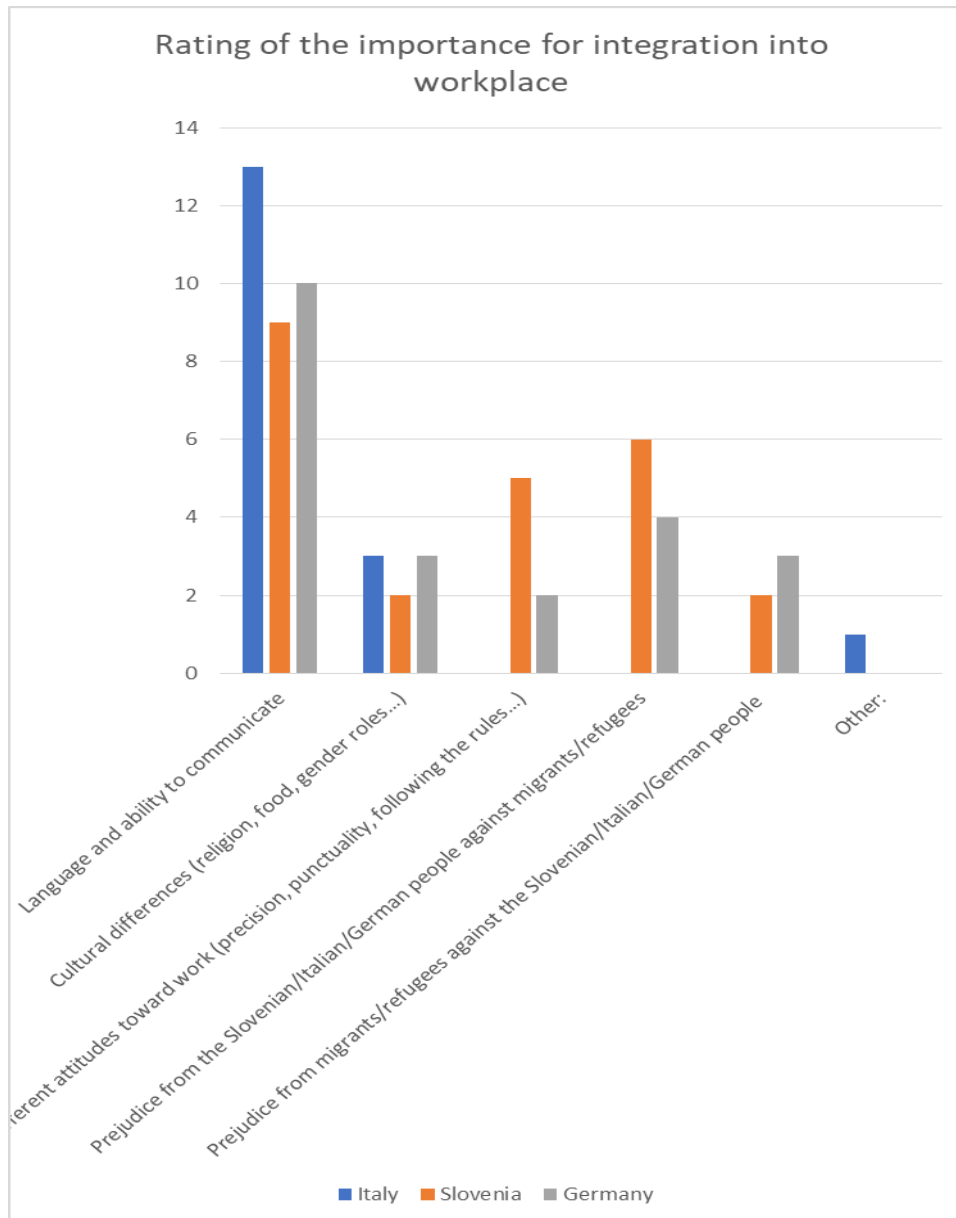
Here one recognizes the rather positive assessment of the employer regarding their native workers towards the migrants / refugees.

Only in Slovenia, there is a significant number of very negative judgments on this issue.



## Evaluation of the starting conditions of migrants, educators and employers

**Table 6:**

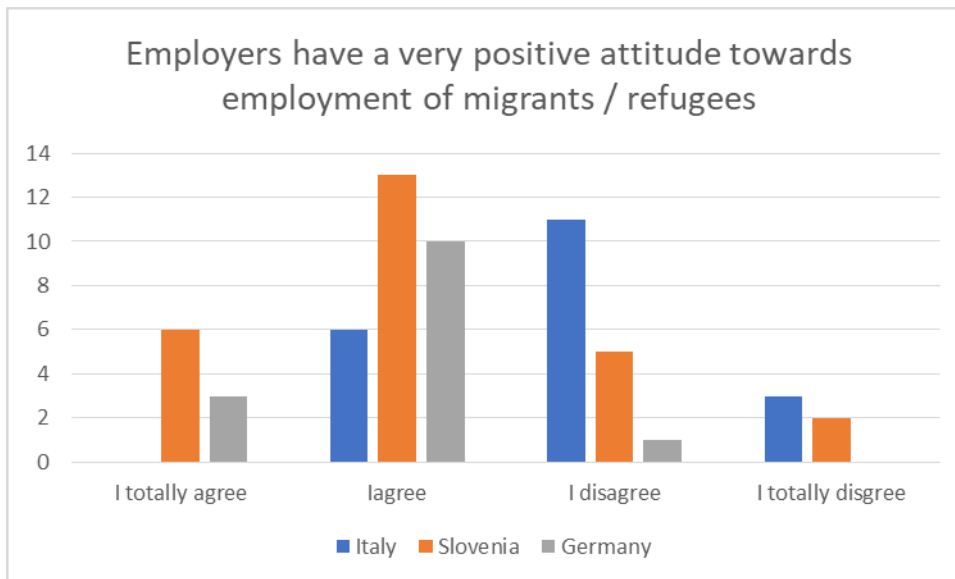


The picture is clear: Language and communication are the most important prerequisites for success in the workplace and integration. For Slovenian and German employers, it also plays a role, which soft skills bring the migrants / refugees and how high the rate of prejudices of native workers is against migrants / refugees.



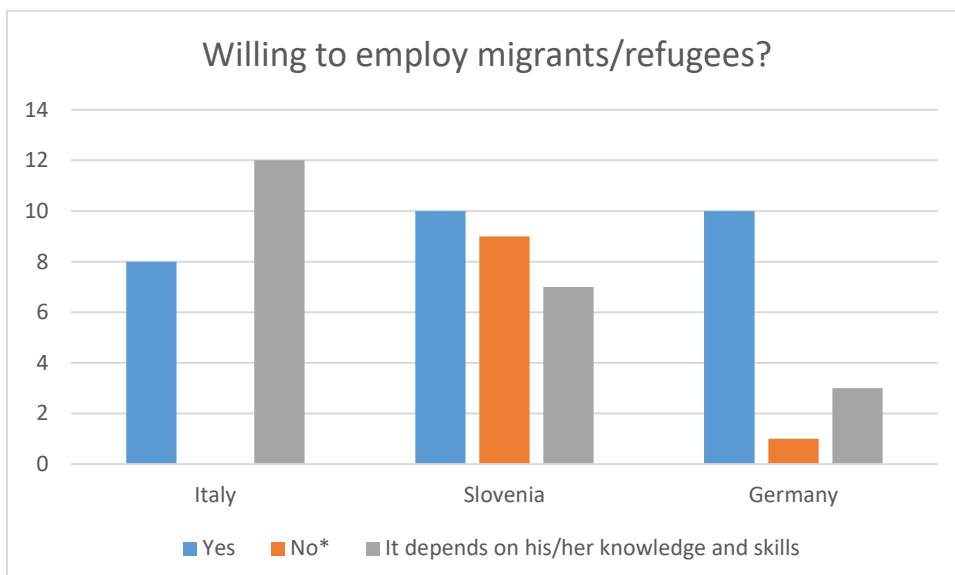
## Evaluation of the starting conditions of migrants, educators and employers

**Table 7:**



The assessments are distributed according to Gaussian standard on a more or less approving assessment, whereby it stands out that the German employers rather tend more towards agreement.

**Table 8:**

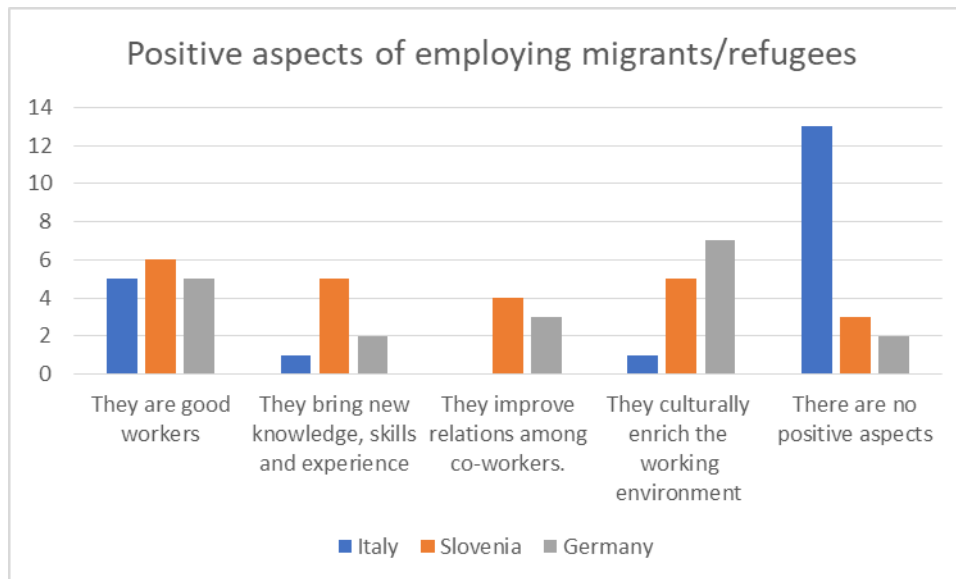


The Italian employers are skeptical of this with references to the existing knowledge and experience of migrants / refugees, in contrast, German employers see this very positively. The Slovenian employers move between these two poles.



## Evaluation of the starting conditions of migrants, educators and employers

**Table 9:**



This result shows very different aspects, although the interviewed Slovenian and German employers do not differ significantly:

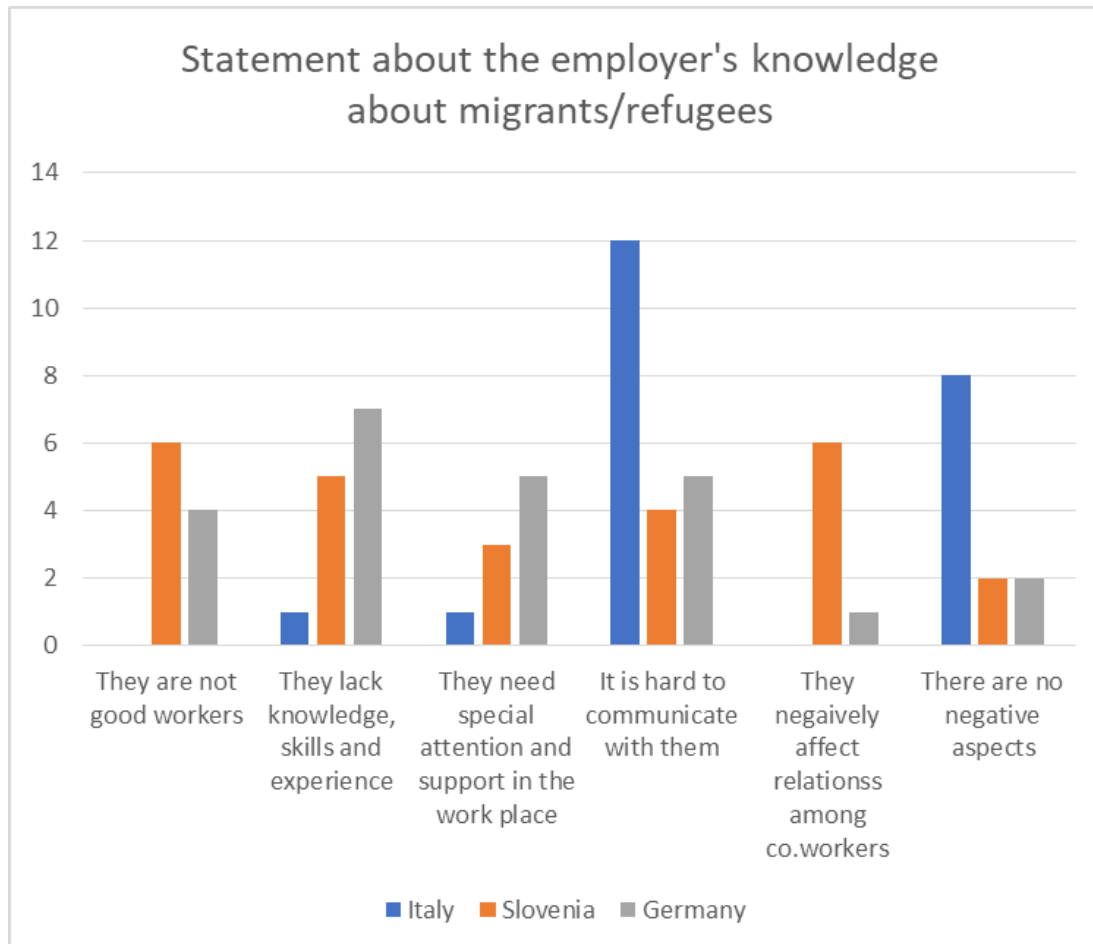
While a significant number of Italian employers seem to see NO positive aspects, the other employers say that they see migrants / refugees culturally enriching the work environment, fostering collaboration, and bringing with them new skills and experience into the enterprises.





## Evaluation of the starting conditions of migrants, educators and employers

**Table 10:**



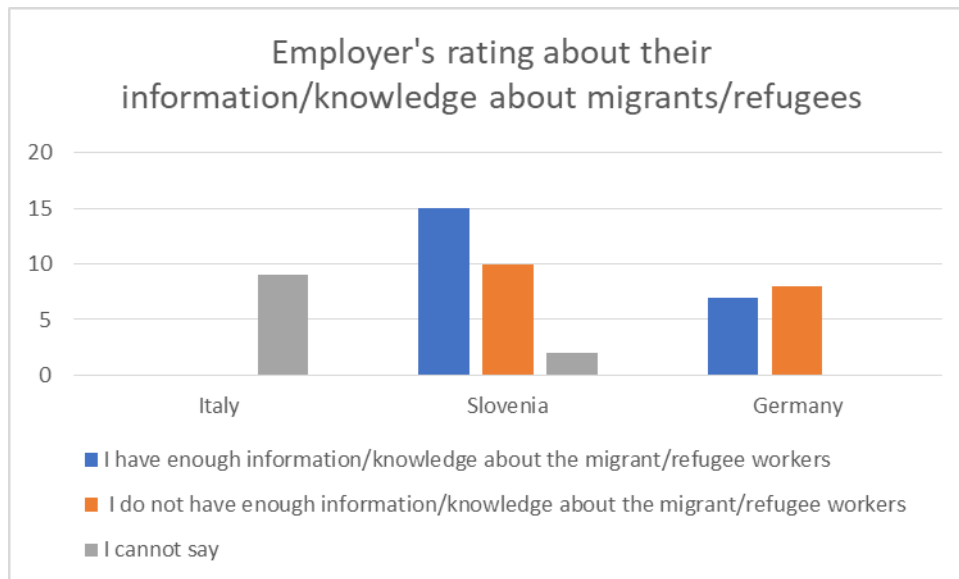
While Italian employers on the one hand believe that it is very difficult to communicate with migrants / refugees, they nevertheless find that they know no negative aspects. Slovenian employers particularly believe that migrants / refugees are not good workers and have a negative impact on employment conditions. German and Slovenian employers suspect that the target group does not have enough skills and knowledge.

In conjunction with the other answers, it can be assumed that this subjective perception may change in a positive way at a later time on the basis of the experience gained.



## Evaluation of the starting conditions of migrants, educators and employers

**Table 12:**



German employers feel they are both well enough and not so well informed, Slovenian employers tend to be better, and Italian employers tend to be more cautious in their assessment.

To what extent this has its reasons in cultural peculiarities cannot be decided in the context of this small investigation.

It is clear that all questions ask about attitudes and opinions and thus rather reflect very subjective impressions.