



RESEARCH
REPORT

TRAINING NEEDS OF YOUNG IMMIGRANTS WITHIN EUROPEAN COUNTRIES



Education and Culture DG

Lifelong Learning Programme

Training Needs of Young Immigrants within European Countries

Research Report

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The Report presents findings from research conducted in 5 countries: Ireland, Italy, UK, Poland and Spain within the project ***Pathways to Work: An Employment Upgrade Training Programme for Young Immigrants*** (AGREEMENT NO – UK/09/LLP-LdV/TOI-163_252, PROJECT NO – 2009-1-GB2-LEO05-01320).

The Final Report was prepared on the basis of Focus Group Interview and cumulated data from Questionnaire Surveys conducted in collaboration with all partners involved in the project as well as national FGI Reports and Questionnaire Survey Reports developed by all partners' representatives (**Springboard Opportunities Ltd., CONFORM – Consorzio Formazione Manageriale, Fundación Laboral del Metal, Immigrant Council of Ireland, The University of Szczecin**). All researches are based on common research methodology prepared by University of Szczecin, research supervisor. Selected conclusions and recommendations from the research are presented in Executive summary, which is available in four languages: English, Polish, Spanish, Italian.

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TERMINOLOGY

Immigration¹ - an action by which a person establishes his or her usual residence in the territory of the country for a period that is, or is expected to be, of at least twelve months, having previously been usually resident in another country

Immigrant² - a person undertaking an immigration, independent on nationality, including: (1) *national immigrant* - a person who returns to his or her country of citizenship, having previously lived abroad. Returning nationals includes national citizens born abroad who have not previously been resident in their country of citizenship; (2) *EU immigrant* - a citizen of a Member State of EU-27 migrating to any Member State including (returning) to his or her own country of citizenship, as opposed to a non-EU immigrant; (3) *non-national EU immigrant* - an immigrant who holds citizenship of a Member State of the EU-27 (including Bulgaria and Romania) other than that to which he or she is migrating; (4) *non-EU immigrant* - an immigrant who has no citizenship of any EU-27 Member State.

¹ According to the definition applied in Eurostat statistics, ensuring conformity with official European statistical data on immigration issues

² According to the definition applied in Eurostat statistics, ensuring conformity with official European statistical data on immigration issues

EXECUTIVE SUMMARY

Methodological background

Within the project “Pathways to work” the research has been conducted in order to:

- gain a deep understanding of current immigrant attitudes and perceived barriers and obstacles to gain fulfilling employment at the appropriate level;
- gain a thorough understanding of immigrants’ training needs to enable them to gain employment at the appropriate level.

As the target group – young immigrants – is relatively difficult to reach and estimate, the sample frame was not available. Therefore a semi-quota sample method was implemented, which means conducting the research seeking for different types of respondents based on the variables assumed in the plan of research, which has been elaborated with the support of a proper specialist and can be considered reliable.

A three-stage research plan has been implemented: studies of immigration data (secondary research) as well as Focus Group Interview (FGI) and Questionnaire Survey (primary research).

Focus Group Interview was organised as a cross country interview, taking place in parallel in all countries involved (Italy, Poland, Spain, Ireland, UK):

- Poland: FGI held in University of Szczecin building, on the January 20th 2010, on a group of 10 immigrants;
- UK: FGI was conducted in Springboard offices, on the January 25th 2010, on a group of 13 immigrants;
- Italy: FGI held in Avellino on the January 28th 2010, on a group of 13 immigrants;
- Spain: FGI held on the 28th January 2010, in one of the lecture rooms of the Fundación Laboral del Metal, on a group of 10 immigrants;
- Ireland: FGI was conducted during February 5th 2010 on a group of 8 immigrants. Two subsidiary interviews were conducted on February 23rd 2010 and February 24th 2010, making the required 10 participants.

The survey questionnaire was designed as a web-based tool in four different languages (English, Polish, Spanish, Italian) on five web platforms (one for each country). Gathering data was closed on:

- Poland: March 3rd
- Italy: March 4th
- UK: March 7th
- Spain: March 9th
- Ireland: March 15th

After filtering the responses (excluding incomplete questionnaires), there were 186 questionnaires answered. The number of questionnaires from each country is as follows:

- Poland: 20
- UK: 21
- Spain: 22
- Ireland: 102
- Italy: 21

In both FGI and survey research the minimal requirements concerning sampling have been achieved.

General conclusions

The main conclusions from FGI findings:

- There is no significant difference between the situations of immigrants in particular countries. They perceive similar barriers. The scope and level of perceived barriers depends on previous experiences in domestic and international labour markets.
- Immigrants express huge training needs. They are convinced that proper training will help them upgrade their employment level by changing their position on the labour market.
- Previous experience with trainings does not significantly influence their willingness for further education. The most important perceived barrier to training is time limitations caused by family duties and work requirements.
- Training needs of immigrants are similar in all countries. The most important training areas identified are: vocational training (on the job training); personal abilities, presentation, communication, job searching; labour market systems and regulations (evolutions in labour market, national support structures, legal regulations of labour market, starting business (funds for immigrants to start business)).
- Immigrants perceive training as a lifelong process, as it is the only way to develop a career and sustain employment. In addition to upgrading qualifications, they perceive personal development as important.
- The need for development seems to be above average. However, immigrants identify difficulties with access to proper training.
- The most important characteristics of training indicated by immigrants are: efficient cost-benefit ratio in relation to amount of money and time devoted, elasticity in learning, possible certificates gained.

The main conclusions from the Questionnaire survey findings:

- Almost half of the respondents (45% - compare question 1) left their home country for economic reasons. Repatriation and religion were not strong factors.
- The majority of respondents came to their host countries either alone or with a partner. Only 12% came with children (compare question 2).
- 1/3 of the respondents treat the host country not as a target country, but as a stop on their migration (compare question 3).
- About 2/3 of the respondents have some kind of a job. 30% do not have any, and 45% have a regular full-time job – compare question 6.
- The respondents are happy to have a job (only 27% are not satisfied with it), however they realize they usually work beneath their qualifications and expectations (41% claim that their current job does not correspond to their level of education) – compare questions 8 and 9.
- The respondents are either optimistic or have small expectations, as 61% of them, when asked about their desired job, believe they express rational expectations – compare question 11.
- Most of the respondents are willing to participate in trainings. The most popular ones are: presentation skills (48% said definitely yes); going through qualification procedure, interview, self-presentation, etc. (46% said definitely yes); knowledge of training and vocational education structures & opportunities (45% said definitely yes); communication & social skills (behavioural-cultural misunderstandings) (45% said definitely yes). What is also important is that, even for the least popular training, the smallest number of potential participants who answered definitely yes is 31%
- Respondents indicate that they have time for training. 70% would agree to spend more than 6 months for training and 54% would agree to spend up to 3 hours daily for training.
- More than half of the respondents have taken a course before (this differs significantly in different countries). They also know where to find information and courses. On the other hand, almost half of them do not know that.

- More than half of the respondents are familiar with on-line training and computerized courses.
- Blended learning or e-learning is the most popular way of receiving courses (respectively 21% and 21%) for 41% of respondents
- Surprisingly there are no significant differences in immigrants from EU and outside EU. With some exceptions, the non EU immigrants are in no worse situation than EU immigrants (and the most important exception is that 47% of non EU immigrants do not have a job, comparing to 21% of EU immigrants without a job). Therefore hypothesis that non EU immigrants are more discriminated or in a much worse situation on labour market cannot be definitely confirmed

The barriers on labour market as perceived by immigrants

Several barriers facing young immigrants in foreign countries were identified. They match barriers identified by other, broader studies (such as discrimination, different market situation and administration structures, skills equivalence and recognition, language, networking). These barriers do not significantly differ among the countries, but are somewhat dependent on previous experiences of immigrants. Barriers as perceived by immigrants are listed in Table E1 (FGI results).

Table E1. Barriers on the labour market as perceived by immigrants - the cross-reference of FGI findings from different countries

Country	Strongest barriers as perceived by immigrants
UK	<i>Language differences, cultural differences, their experience/qualifications are ignored, low pay occupations only, less support from government i.e.: funding and training, lack of skills, lack of training opportunities, unsure of access to training, lower job security occupations and migrants are largely concentrated in un-skilled, risky sector jobs.</i>
Ireland	<i>Discrimination in terms of "colour, language, religion and ethnicity", the importance of practical work experience and the difficulty as a migrant in securing some (non-Irish nationality added to the difficulty in securing the first step to remove this barrier, be it unpaid experience or a full time job), impossibility to compete on an equal footing with native applicants.</i>
Poland	<i>Language skills, lack of trust for immigrants, even fear of hiring them, bad stereotypes, bureaucracy of the country it takes time, it is discouraging, it is complicated, lack of immigrants' qualification, the need of help and support from, the perception of education in others countries, the size of the city matters as well, the protection of country's labour market, lack of proper office to deal with immigrant problems, employers do not invest in workers; they demand high skills but they are not willing to pay immigrants to get them.</i>
Italy	<i>Difficulty in accessing information and in understanding the logics and dynamics of the labour market, concentration in jobs that are unskilled or not very skilled, lack of job stability.</i>
Spain	<i>Discrimination against nationality, not holding the required qualification for the job, experience/studies acquired in country of origin not valued, lack of experience in the field of desired work, being a non-national, the economic recession, absence of documentation showing proof of residency, need to successfully pass through stages of the selection process, need to make working life compatible with family life in the case of mothers with children.</i>

Source: FGI research

Without a doubt the most prevalent barrier as perceived by researched immigrants was competition on the labour market. Immigrants perceive themselves to be less competitive than other candidates who originate from the country in which they are applying for jobs. To compete, they have to be better qualified and have wider experience. In terms of discrimination, experience indicated in application should refer to domestic labour market. Certificates gained in host country are equally important and are a serious confirmation of proper qualifications level. In contrast, information about education recognition and upgrading training is often difficult to access, and it requires a lot of time and effort to gain proper information about courses available.

Differences in labour market systems often vary a lot among countries. This can result in confusion for people trying to find employment. In addition, bureaucratic procedures make the process even more difficult. Also, a lack of awareness (lack of knowledge, lack of understanding) about cultural differences sometimes makes the application procedure impossible, because of behavioural-cultural misunderstandings.

In relation to barriers perceived by immigrants on the labour market, findings from FGI match survey results, which show the broader context of perception of employment disadvantages. The results of survey are presented in Table E2 and Figure E1.

Table E2. Barriers on the labour market as perceived by immigrants

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>	<i>Often</i>	<i>Sometimes</i>	<i>Sum</i>
<i>Competition (by other equally skilled candidate workers)</i>	33%	33%	66%
<i>Bureaucracy procedures</i>	27%	32%	59%
<i>Going through qualification procedure, interview, self-presentation, etc</i>	26%	32%	58%
<i>Wrong (high/low) expectations</i>	18%	39%	58%
<i>Communication & Social skills (behaviour-cultural misunderstandings)</i>	22%	34%	56%
<i>Carrier path creating (career orientation & job choice)</i>	19%	37%	55%
<i>Presentation skills</i>	26%	28%	54%
<i>Knowledge of training and vocational education structures & opportunities</i>	28%	26%	54%
<i>Accessing information sources</i>	20%	32%	52%
<i>Awareness of employment rights and obligations</i>	26%	24%	51%
<i>Understanding of labour market needs and trends</i>	22%	28%	51%
<i>Career orientation & job choice</i>	13%	37%	51%
<i>CV preparation</i>	20%	26%	46%
<i>Teamwork skills (working in a team and communication-understanding with team members)</i>	22%	21%	42%
<i>Electronic tools for job search</i>	16%	26%	42%

Source: Questionnaire survey

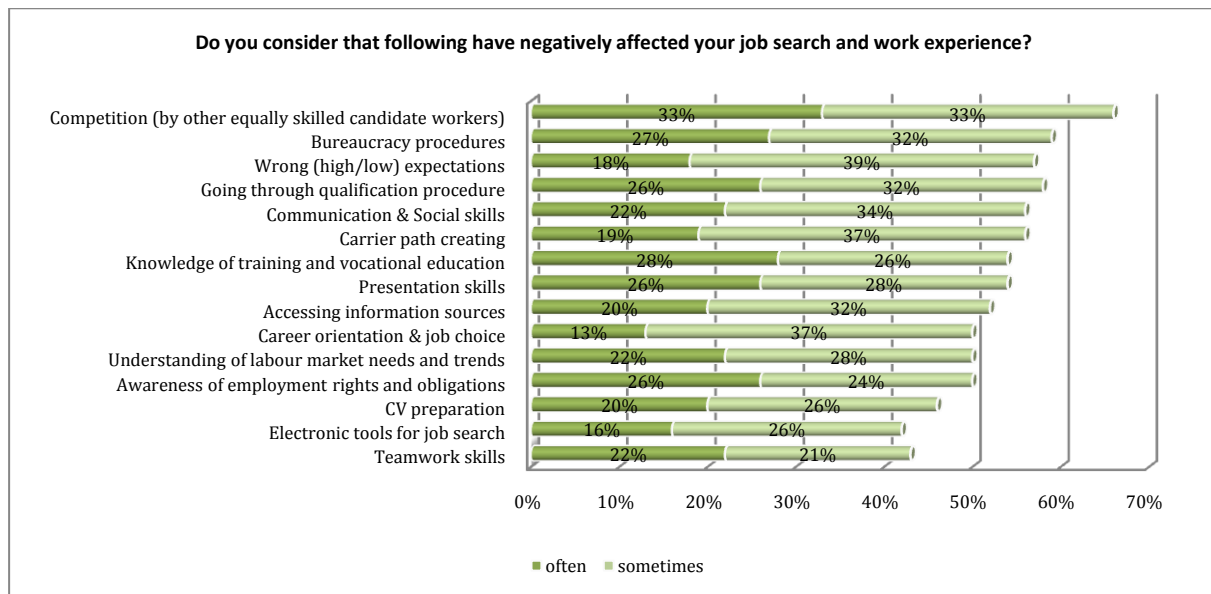


Figure E1. Barriers on the labour market as perceived by immigrants

Source: Questionnaire survey

What should be noticed is that even the least common barrier—“electronic tools for job search”—is recognized by almost half of the respondents (42%). Thus it would be a false assumption to consider CV preparation, teamwork skills, or electronic tools for job search as unimportant obstacles for immigrants on the labour market. There does seem to be a group with a high level of information technology awareness, if only the source of information may be easily indicated. However, the other

barriers may also be important. Once some barriers are overcome, the immigrants may have to deal with the others.

We may suppose that there are barriers that do not seem to appear often, but which are still important. Consider wrong (high/low) expectations. Even though only 18% of the respondents perceive this barrier as appearing often, 39% perceive it from time to time. This most probably indicates that this barrier appears rather during job seeking, not while employed. The same applies to career path creating, career orientation & job choice, and accessing information sources.

The perception of labour market barriers is rather similar for both non EU and EU immigrants. Some barriers the non EU immigrants perceive as slightly bigger (especially “Awareness of employment rights and obligations”; “Career orientation & job choice”), while others are perceived as bigger by EU immigrants (especially “CV preparation”; “Communication & Social skills (behaviour-cultural misunderstandings)”). However 47% of non EU immigrants do not have a job, comparing to 21% of EU immigrants without a job (compare Table E3).

Table E3. Employment status of immigrants from different countries

<i>Do you have a job right now?</i>	<i>Old 15 EU-countries</i>	<i>New 12 EU-countries</i>	<i>Non EU-countries</i>	<i>EU-countries (altogether)</i>
<i>Yes, regular full Time</i>	14%	59%	34%	51%
<i>Yes, regular part time</i>	33%	15%	14%	18%
<i>Yes, casual</i>	14%	9%	5%	10%
<i>No, I do not have a job</i>	38%	17%	47%	21%

Source: Questionnaire survey

The willingness to participate in trainings

What seems to be surprising and unexpected, the immigrants express willingness to participate in trainings. Immigrants perceive training as a lifelong process, as it is the only way to develop career and sustain employment. It was anticipated in FGI and confirmed by the questionnaire survey. In relation to training areas listed in Table 5, 69% of immigrants want at least one training course, and almost half of the respondents (47%) want to take at least 5 training courses. The group that does not want to take any trainings at all consists of 31% of respondents (Table E4).

Table E4. Willingness of participation in trainings

<i>Willingness of participation in trainings</i>	<i>Frequency</i>	<i>Percent</i>
<i>There are no trainings I would definitely like to participate</i>	57	31%
<i>There is only one training I would definitely like to participate</i>	14	8%
<i>There are 2-4 trainings I would definitely like to participate</i>	26	14%
<i>There are 5-9 trainings I would definitely like to participate</i>	34	18%
<i>There are 10-14 trainings I would definitely like to participate</i>	34	18%
<i>I would definitely like to participate in all 16 trainings</i>	21	11%

Source: Questionnaire survey

Besides upgrading qualifications, respondents perceive personal development to be important. The need for development seems to be more than average. Immigrants perceive trainings as an important way to overcome barriers they face on the labour market. Generally, three areas of training needs can be identified:

- Vocational training (on the job training)
- Personal abilities, presentation, communication, job searching
- Labour market systems and regulations (evolutions in labour market, national support structures, legal regulations of labour market)
- Business education (starting and developing own business, funds for immigrants to start business)

These training needs are similar to those expressed by other young people entering the labour market. However, they are seen differently. They should be planned to overcome barriers, lack of social, economic and legal knowledge in terms of living in foreign country.

The results of FGI concerning the training needs as perceived by immigrants are presented in Table E5, the results of survey research concerning the barriers on labour market are presented in Tables E6 and E7, while Figures E2 and E3 present the data graphically.

Table E5. Training needs of immigrants - the cross-reference of findings from different countries

Country	Training needs expressed by immigrants
UK	<i>The results of the research illustrate the importance migrants place on the need to develop their skills and abilities to improve their position within the labour market, a need for work experience, also to develop personal career goals and to devise their own curriculum vitae, becoming more focused in what they want to achieve and become more attractive to employers. Overall the table portrays the importance migrants place on developing their personal skills and abilities.</i>
Ireland	<i>The group did identify some generic training needs:</i> <ol style="list-style-type: none"> 1. more apprenticeship/vocational training; 2. on the job training; 3. confidence and self-esteem support to help deal with rejection and also the additional barriers of being an immigrant.
Poland	<i>The participants felt the need for following trainings</i> <ol style="list-style-type: none"> 1. CV writing, qualification procedure, interview, self-presentation, etc 2. Labor law knowledge 3. Business plan, starting business, where to get funds 4. How to behave and communicate in state offices 5. Language course 6. Culture training <i>Professional trainings</i>
Italy	<ol style="list-style-type: none"> 1. need to develop their knowledge and skills in relation to evolutions in the Labour market 2. need to develop their knowledge and skills in relation to the legislative framework 3. need to develop their knowledge and skills in relation to the use of information channels and new Information and Communication Technology 4. need to develop their knowledge and skills in relation to team working and effective communication 5. need to develop their knowledge and skills in relation to career marketing
Spain	<i>List of skills and abilities needed for immigrants to improve their position in the labour market:</i> <ol style="list-style-type: none"> 1. Training towards finding work 2. Adjusting to labour market demands 3. Achieving basic qualifications in the country in order to later secure a job 4. Positive presence and knowing how to be firm, assertive, astute and willing to learn 5. Proficiency in computer programmes 6. Knowledge of technical terminology, even for those speaking the same language

Source: FGI research

A broadened, aggregated approach towards trainings has been prepared on the basis of the survey results. According to the survey the most preferred trainings by immigrants are:

- Communication & Social skills (behaviour-cultural misunderstandings)
- Going through qualification procedure, interview, self-presentation, etc
- Presentation skills
- Career path creating (career orientation & job choice)
- Knowledge of training and vocational education structures & opportunities
- Competition (by other equally skilled candidate workers)

At the same time, immigrants are less excited about training concerning:

- Electronic tools for job search

- Bureaucracy procedures
- Career orientation & job choice
- Accessing information sources
- Teamwork skills (working in a team and communication-understanding with team members)

Table E6. The most preferred trainings by immigrants

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>	<i>Definitely would participate</i>	<i>Rather would participate</i>	<i>Sum</i>
<i>Communication & Social skills (behaviour-cultural misunderstandings)</i>	45%	35%	79%
<i>Going through qualification procedure, interview, seld-presentation, etc</i>	46%	31%	78%
<i>Presentation skills</i>	48%	28%	76%
<i>Carrier path creating (career orientation & job choice)</i>	39%	35%	73%
<i>Knowledge of training and vocational education structures & opportunities</i>	45%	26%	72%
<i>Competition (by other equally skilled candidate workers)</i>	37%	34%	71%
<i>CV preparation</i>	41%	29%	70%
<i>Teamwork skills (working in a team and communication-understanding with team members)</i>	40%	29%	69%
<i>Awareness of employment rights and obligations</i>	40%	29%	69%
<i>Career orientation & job choice</i>	34%	34%	68%
<i>Understanding of labour market needs and trends</i>	39%	28%	68%
<i>Accessing information sources</i>	36%	29%	65%
<i>Bureaucracy procedures</i>	39%	26%	65%
<i>Wrong (high/low) expectations</i>	30%	33%	63%
<i>Electronic tools for job search</i>	33%	24%	58%

Source: Questionnaire survey

As presented in Figure E2, the actual differences between trainings preferences are not that significant. The difference between the least preferable and the most preferable trainings is only 21%, which is not a high amount.

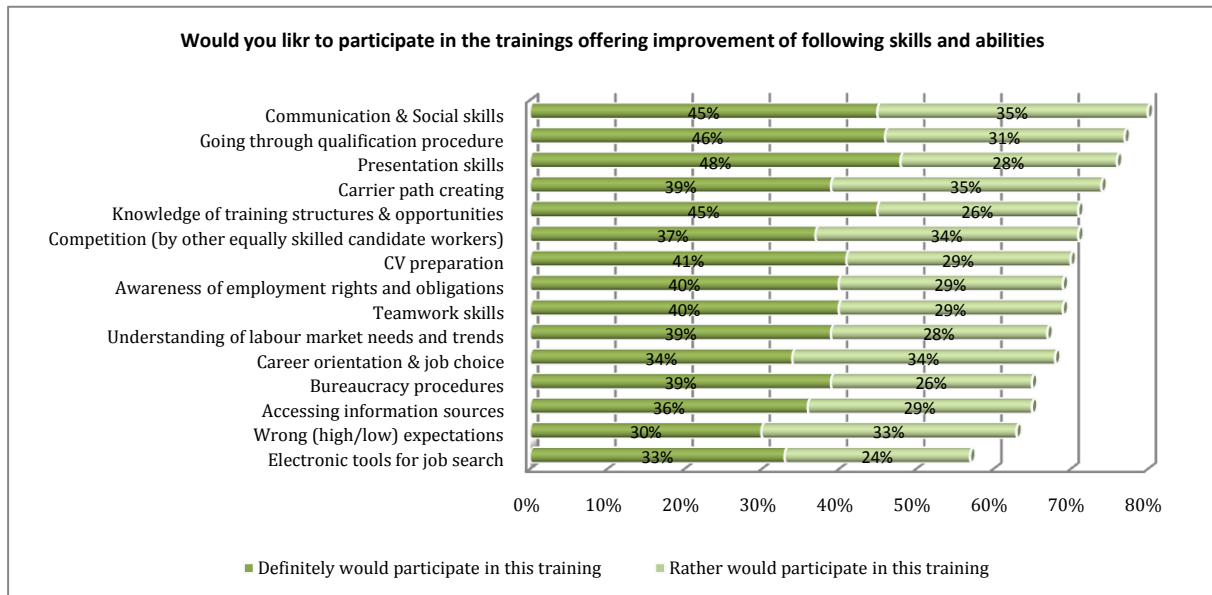


Figure E2. The most preferred trainings by immigrants

Source: Questionnaire survey

An estimation of the actual demand for trainings should be taken into consideration. Researches widely accept the 90/30 rule³. The application of this method to the achieved results indicates that the most likely to participation in trainings will be in: Presentation skills training (51.38%), Going through qualification procedure, interview, self-presentation, etc. (51.12%) and communication & social skills (behaviour-cultural misunderstandings) (50.61%).

Table E7. The least preferred trainings by immigrants

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>	<i>Rather not</i>	<i>Definitely not</i>	<i>Sum</i>
<i>Electronic tools for job search</i>	17%	17%	34%
<i>Bureaucracy procedures</i>	15%	12%	27%
<i>Career orientation & job choice</i>	16%	10%	26%
<i>Accessing information sources</i>	15%	11%	26%
<i>Teamwork skills (working in a team and communication-understanding with team members)</i>	19%	7%	26%
<i>Wrong (high/low) expectations</i>	14%	11%	25%
<i>Awareness of employment rights and obligations</i>	16%	8%	24%
<i>Understanding of labour market needs and trends</i>	16%	7%	23%
<i>Knowledge of training and vocational education structures & opportunities</i>	14%	9%	23%
<i>CV preparation</i>	9%	13%	23%
<i>Competition (by other equally skilled candidate workers)</i>	12%	7%	20%
<i>Carrier path creating (career orientation & job choice)</i>	10%	9%	19%
<i>Presentation skills</i>	10%	7%	17%
<i>Communication & Social skills (behaviour-cultural misunderstandings)</i>	9%	7%	16%
<i>Going through qualification procedure, interview, self-presentation, etc</i>	10%	5%	15%

Source: Questionnaire survey



Figure E3. The least preferred trainings by immigrants

Source: Questionnaire survey

³ The 90/30 rule is used to produce a reasonable estimate of the number of people likely to use/buy a product. It is performed while having intention to buy scale. The answer "would definitely use" is multiplied by 0,9, and the answer "probably would use" by 0,3. Then the two figures are added together to produce the number of people who can be reasonably expected to use/buy a product.

The non EU immigrants are more willing to take trainings and courses. This applies especially to: “Teamwork skills (working in a team and communication-understanding with team members)” - 55% of non EU immigrants who definitely would like to participate in this training comparing to 31% of EU immigrants; “Carrier path creating (career orientation & job choice)” - 52% of non EU immigrants who definitely would like to participate in this training comparing to 32% of EU immigrants; “Understanding of labour market needs and trends” - 50% of non EU immigrants who definitely would like to participate in this training comparing to 33% of EU immigrants (Figure E4).

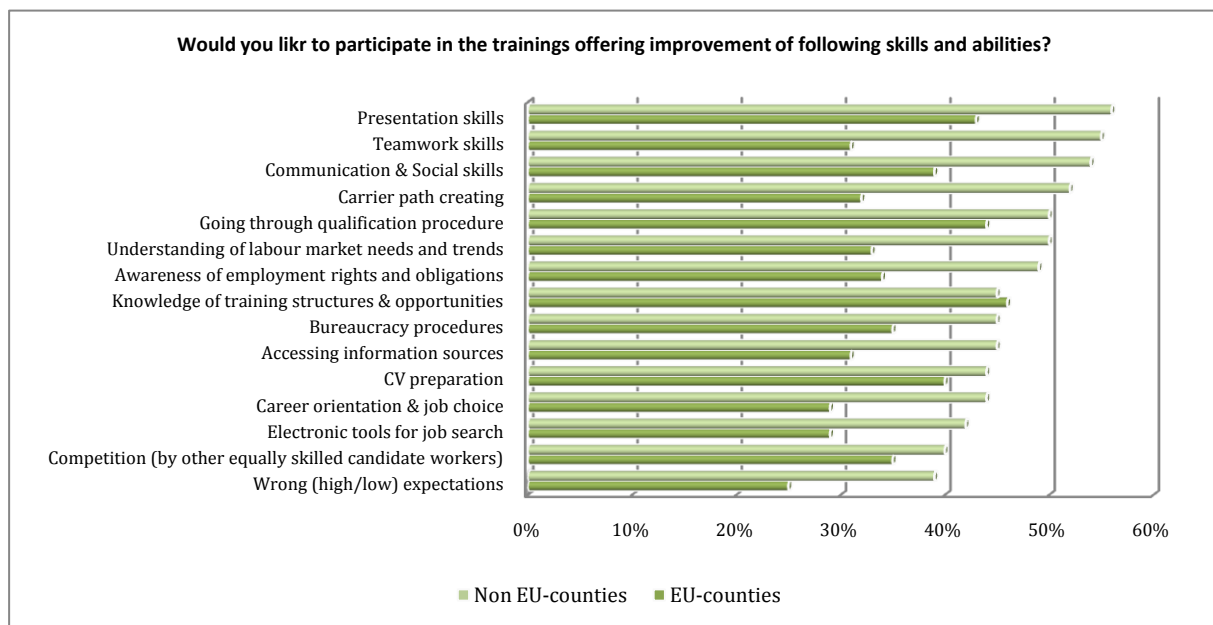


Figure E4. Training courses preferred by immigrants from EU countries and Non EU-countries

Source: Questionnaire survey

The decision making process for choosing trainings

As findings from Focus Group Interview indicate, even though immigrants may show interest in trainings, this interest should be treated more as a wish and less as an action promise. This fact has to be taken into account when analyzing decisions to undertake trainings. Previous training experience does not significantly influence willingness to engage in further education. The most important perceived barrier to trainings is time limitation caused by family duties and work requirements. Table E8 presents the summary of FGI results in relation to the identification of immigrant training needs.

Table E8. How immigrants identify their training needs

Country	Reasons for undertaking trainings
UK	Reasons recognised: time, cost, family responsibilities, will the training provide with the essential skills needed, location of the training, accessibility, pace of the training and interest. Majority of the participants felt very strongly about the length and cost of the training.
Ireland	The three factors most important for them in choosing specific training are: career path, an interest in the particular subject, an enjoyment of the particular subject.

Poland	<i>The most important factor is direct relation to professional development that will directly results in material benefits at work, certificates given after completing the trainings, time, money.</i>
Italy	<i>No answer</i>
Spain	<i>Three main aspects considered: whether participation influences on to find work easily, whether the training is free, whether the training is short and available as e-learning course.</i>

Source: FGI results

Consequently to their training needs declaration, young immigrants are in general willing to spend time for trainings (compare Table E9 and Table E10). 58% of them would agree for 6 months trainings. However they expect immediate benefits. They are ready to devote more time for training (1-3 years) only if the results they achieve are adequate. For personal development trainings not longer than 6 months are recommended.

Table E9. Amount of time that can be spend on improving job qualifications

<i>How much time can you spend on improving your job qualifications (in months)?</i>	<i>Frequency</i>	<i>Percent</i>
<i>1 month</i>	29	16%
<i>2 months</i>	26	14%
<i>6 months</i>	52	28%
<i>12 months</i>	35	19%
<i>2 years</i>	10	5%
<i>3 years</i>	7	4%
<i>more than 3 years</i>	27	15%

Source: Questionnaire survey

Because of the many responsibilities of people living abroad in terms of earning money and family care, immigrants are unable to devote much time during the day for training. 88% would spend 2 hours a day on trainings. They are however not willing to spend half a day or a whole day for trainings: only 22% would agree for half-day training and 4% for whole-day training. This fact speaks in favour of blended learning, which offers more time flexibility than other forms of trainings.

Table E10. Amount of hours during a day that can be spend on improving job qualifications

<i>How many hours during a day can you spend on courses or trainings improving your job qualifications (in hours)?</i>	<i>Frequency</i>	<i>Percent</i>
<i>1 hour</i>	22	12%
<i>up to 2 hours</i>	63	34%
<i>up to 3 hours</i>	61	33%
<i>up to 5 hours</i>	19	10%
<i>up to 8 hours</i>	14	8%
<i>more than 8 hours</i>	7	4%

Source: Questionnaire survey

Segments for targeting trainings

The group which would definitely agree to take some trainings

There is a group, rather significant considering their number (68 people out of 186 – 37%), which definitely wants to take trainings, even regardless the subject. **They are the first segment to whom trainings can be targeted.** The basic characteristic of the group is as follows: they are less satisfied with their current job than average and more often believe that their job does not correspond to their

level of education. They more often than average meet difficulties on labour market. They have less knowledge than average about where to find information about trainings.

What seems to be the case in this group is the need for well targeted information. The message should stress that completion of the training increases the possibility of possessing better, more satisfying jobs which are more appropriate to one's education.

In general, one can state that there is a good market and a real need for trainings: more than 1/3 of respondents claim that they definitely want to take some training.

The group which definitely does not want to take any trainings

The segment which does not want to take trainings is relatively very small (6% of the total group). They possess good jobs and they are satisfied with their jobs. They are usually young and well-educated. They are more likely to have taken trainings before, and are well-oriented about where to find and take trainings. They have at least a high school diploma and most of them are less than 30 years old. When asked about meeting perceived barriers, the most popular answer was "never", which is opposite the general research population. **In other words, they do not struggle on the labour market, so they are not targets for trainings.**

The most important conclusion drawn from this analysis is the fact that this group constitutes only 6% of the total population. In other words, 94% of the research group wants to or considers taking some training.

The group which does not have a job

The group of researched immigrants who do not have jobs consists of 55 people, which means 30% of the total group (186 people). Surprisingly, among this group no stronger perception of barriers on labour market can be observed. What is more, among this group no stronger willingness for training can be observed (with the exception of teamwork skills: 78% compared to 69% average; and Electronic tools for job search: 64% compared to 58% average). On the other hand, they do not want trainings less than average.

What seems to be the case in this group is action aimed at realizing the importance of training. The message should stress the possibility of getting a good job after completing the training.

General conclusion about this segment: Unemployment does not seem to be a strong enough motivator for taking trainings. In other words, not having a job is not a sufficient argument to undertake trainings. Some other aspects have to be taken into consideration. This is, however, an important segment for trainings.

The group which is unsatisfied with their jobs

There is a considerable group (consisting of 19% of the total group) of people who are not satisfied with their current jobs. Members of this group more often than average believe that their jobs do not correspond to their education level. They more often than average need trainings from Wrong (high/low) expectations; Knowledge of training and vocational education structures & opportunities; Electronic tools for job search; Accessing information sources. The last two are connected with the fact that they have less knowledge than average about where to find information about trainings. The most desired trainings by this group are: Communication & Social skills (behavioural-cultural misunderstandings) (94% of respondents); Going through qualification procedure, interview, self-

presentation, etc. (92% of respondents); Knowledge of training and vocational education structures & opportunities (88% of respondents); Accessing information sources (88% of respondents).

What seems to be the case in this group is the need for well-targeted information. The message should stress the possibility of increasing job satisfaction.

General conclusion: Even though the search for training is less often chosen as preferable by average respondents, there is a group that considers them to be important, the group with lower satisfaction from their job. Moreover **unemployment is not a sufficient incentive to search for training required.**

The group which is satisfied with their jobs

As lack of job satisfaction can be a trigger for taking trainings, the opposite situation may be hypothesised – that job satisfaction can drive respondents away from trainings. However, this is not a case.

There is a considerable group that is satisfied with their current job. The group consists of 41 people, which means 22% of the total group (186 people).

This group more often than average came with partner and/or family; more often than average possesses a regular, full-time job; more often than average believes that their job corresponds to their education level; and less often than average meets barriers on labour market.

The training needs of this group vary. Some of the trainings are as desirable as for the rest of the population, while some are less preferred. The most preferred trainings for this group are Communication & Social skills (behaviour-cultural misunderstandings) and Presentation skills (73% of respondents answered either “definitely yes” or “rather yes”). Other preferred trainings are: Awareness of employment rights and obligations; Going through qualification procedure, interview, self-presentation, etc.; and Understanding labour market needs and trends. The least preferred are Electronic tools for job search and Accessing information sources.

This group has more often taken training before. They also have a better-than-average knowledge of where to find information about trainings and where to take trainings, and they are more familiar with on line courses.

General conclusion: The most important conclusion is the fact that even those satisfied with their jobs still see a need for trainings. However, their needs slightly differ from the average respondent. As this group is more aware of training opportunities than average, they may turn out to be the first participants in our trainings.

General recommendations for trainings programs

The research indicated various training needs of immigrants and their high willingness to participate. Taking into account the general objective of the Pathways to work project, which is the adjustment and transfer of training programmes mainly concerning soft skills, this section includes guidelines and recommendations for each proposed training module.

There are five prepared modules for the *Pathways to work* project:

- Module 1: Building Personal Confidence & Self Awareness
- Module 2: Developing Teamwork & Communications Skills
- Module 3: Know your Employment Rights
- Module 4: Career Preparation
- Module 5: Job Search Skills & Interview techniques

The general idea for analysing immigrants' needs and attitudes towards each module was to find a segment which may need the skills and knowledge provided in the module and to adjust the content of each module to the specific needs of its particular segment.

The research proves that there is a need for trainings among immigrants. A considerable portion of them is willing to take trainings provided in the form of blended learning and/or e-learning. The summary and the report contain some important recommendations for better adjustments of trainings modules to the needs of potential participants.

It should be kept in mind that about 1/3 of immigrants potentially want to take training modules as proposed in the projects. This is a considerable percentage of immigrants and creates a good and sufficient group for launch of the project. Additionally, training needs of immigrants and perceive barriers seem to be similar, and do not depend on their nationality and host country, which indicates the possibility to address similar training programs for immigrants in all countries involved.

What is common for each module is the fact that potentially interested respondents have less knowledge of where to find information and take trainings. Therefore, effective channels for reaching the immigrants should be determined.

Immigrants perceive no problems in the use of computer based electronic tools. Also important is the fact that they perceive on-line trainings quite similarly to the average respondent (which indicates that blended learning may be a good way to provide trainings for them).

Another common aspect is that, in each module, potentially interested respondents perceive more barriers than average. Thus, a good strategy seems to be to present trainings as a way of overcoming barriers on the labour market.

FGI research also demonstrates that there is a considerable portion of immigrants who may be interested in entrepreneurship/starting-own-business trainings. As this is not part of the project, the modules should not be completely oriented towards this need; however, some aspects may be included.

The potential number of immigrants that may be especially willing to take part in each module is presented in Table E11.

Table E.11. The potential number of immigrants that may be interested in each module

Module	Percent of immigrants potentially interested in trainings from the module
<i>Module 1: Building Personal Confidence & Self Awareness</i>	24%
<i>Module 2: Developing Teamwork & Communications Skills</i>	32%
<i>Module 3: Know your Employment Rights</i>	45%
<i>Module 4: Career Preparation</i>	32%
<i>Module 5: Job Search Skills & Interview techniques</i>	28%

Source: Questionnaire survey

A considerable number of immigrants may be interested in each module. It seems that the module “Know your Employment Rights” is the most interesting for immigrants, while “Building Personal Confidence & Self Awareness” is the least preferred module.

Recommendations for each module

Module 1: Building Personal Confidence & Self Awareness

As FGI research and many other sources indicate, immigrants suffer from discrimination on the labour market. Though we cannot change this situation in a short time, we have to think about how to resolve it. One possible solution for discrimination may be to build personal confidence and self awareness by empowering immigrant workers through knowledge and awareness of their condition and potential of improvement, which can help in dealing with discrimination and moving forward.

Therefore, the most important part in this module should include dealing with discrimination in the workplace, ways to face it and available remedies. It goes noted that in view of the current situation in employment, trade union and workers’ associations, even on an ethnic or industry basis may prove to be a key factor in empowering immigrant workers and raise self confidence and transilience in the workplace and the labour market.

As the selected group is rather unsatisfied with their current job, which is often a casual one, the promotion message should stress the possibility of getting more satisfaction from a better job after accomplishing the module.

The selected group is willing to take trainings but they do not know where to find information about trainings and courses. Therefore the information should be well-targeted to reach this group.

Module 2: Developing Teamwork & Communications Skills

As the members of the selected group less often than average have jobs, the importance of teamwork and communications skills for having a good job should be presented.

This group is rather unsatisfied with their current job, which is often a casual one; therefore, the promotion message should stress the possibility of getting more satisfaction from a better job after completing the module. The selected group is willing to take trainings, but they do not know where to find information about trainings and courses. Therefore, the information should be well-targeted to reach this group.

The selected group has slightly lower education than average. Therefore, an important recommendation is to keep the language and exercises on an appropriate level.

Module 3: Know your Employment Rights

The content of this module is mainly linked to discrimination, which is one of the most important barriers to gaining fulfilling employment.

As the selected group has a higher-than-average rate of unemployment, the importance of knowing the employment rights for having a good job should be presented.

The FGI proved significant differences between countries concerning the law, institutions, etc. Therefore, there should be adjusted versions for each country. However, a common set for minimum norms on anti-discrimination and legal/petition and self-organising tools could be provided. Such norms (e.g. direct/indirect discrimination, shift of the burden of proof, multiple discrimination, positive discrimination etc.), deriving from EU Directives, are common between EU countries and may provide substantial empowerment to workers. Potential victims of discrimination in the workplace.

The content of the module should include not only the rights of employees, but also legal aspects of applying for a job. **In particular, it should include legislation, notions and procedures relevant to filing a complaint against discrimination (for indemnity, sanction, or restoration of rights).**

Module 4: Career Preparation

Besides the conclusions based on the fact that these are respondents who much more often migrated alone and are more unsatisfied with their current job than average (see previous modules), some more recommendations can be made.

In particular, respondents who may be willing to take trainings in career preparation are also willing in taking trainings in understanding labour market needs and trends. Thus, this part should be included in the module.

As the barrier “Understanding of labour market needs and trends” is recognized by the respondents from this module, some aspects of labour market needs and trends should be included.

Module 5: Job Search Skills & Interview techniques

In addition to the conclusions based on the fact that these are respondents who much more often came alone and are more unsatisfied with their current job than average (see previous modules), some more recommendations can be made.

In particular, respondents who may be willing to take trainings in career preparation are also willing in taking trainings in understanding labour market needs and trends (as in module 4). Thus, this part should be included in the module. However, attention should be paid not to double the content in those two modules.

METHODOLOGICAL BACKGROUND

Research objectives

The subject of the research is situation of immigrants on the labour market. The special concern is the fact that immigrants face serious, systemic labour market disadvantages, such as discrimination, lower job security and poor access to training, and the vast majority are working in jobs inferior to their skills level. It is assumed that the proper trainings, prepared according to the real needs of immigrants facing labour market disadvantages, can help them overcome the labour market barriers and it can enable them to gain employment at the appropriate level. Therefore the general objective of the research is to develop training resource to help young immigrants to overcome barriers (discrimination, lower job security, poor access to training) and „upgrade” their employment level and so to improve European labour market facing intensive worker mobility.

Training Needs Analysis aims at gaining an in-depth understanding of the barriers facing young immigrants in partner countries and the practical ways in which they can be overcome. It will involve both objective information about supply and demand of immigrant training and support as well as subjective information involving immigrants’ own views and opinions on their needs. Therefore the general research objectives of are:

- to gain a deep understanding of current immigrant attitudes and perceived barriers and obstacles to gain fulfilling employment at the appropriate level;
- to gain a thorough understanding of immigrants’ training needs to enable them to gain employment at the appropriate level.

General research objectives as well as objectives of the project required further expansion of research assumptions. Extensive research objectives were defined as follows:

- Establishing the perception of barriers on the labour market for immigrants
- Understanding the training needs of immigrants struggling on the labour market
 - Understanding the reasons for not attending such trainings yet
 - Understanding factors supporting the decisions of attending the training, including the perception of blended learning
 - Understanding the “buying process” of a training: need recognition, information seek, evaluation of alternatives, purchase, post-purchase behaviour
 - Finding out some positive examples of successful training supported carrier path (best practices)

For Questionnaire Survey there was established one more objective:

- Make an attempt to prepare in detail described segments of immigrants with different needs and attitudes. The potential criteria for segmentation may be e.g. education, perception of the barriers, willingness to pay for trainings etc

Note: It was assumed that there are significant differences between immigrants allowing segmenting them. The segmentation can be crucial for proper training development and targeting them to the right audience.

Research method

To answer the research questions, an identification of supply gap and demand gap should have been pursued. Demand gap reflects the divergence between existing and perceived by immigrants training possibilities. It investigates past experiences of immigrants concerning content of trainings they took part in as well as delivery method. Supply gap identification reflects expectations relating training needs not fulfilled by materials available (Figure 1).

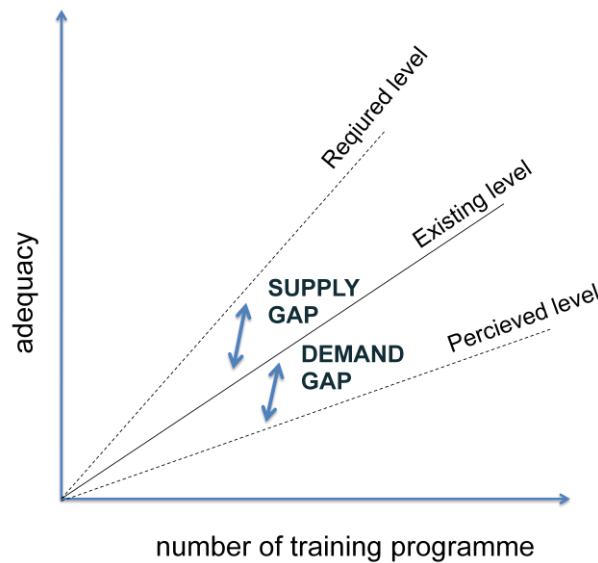


Figure 1. Supply and demand gap of training needs fulfilment

A three-stage research plan has been implemented: for this problem analysis:

- Studies of immigration data: such as EU reports, analysis, other companies' reports etc. to identify immigrants situation and barriers they face on the labour market prior to definition of further research objectives;
- Focus Group Interview, to collect qualitative data. For the qualitative data obtaining the focus group was chosen as the interview technique; Focus Group Interview was employed for better understanding of immigrants' constraints concerning labour market and employment experiences, and better prepare of survey questionnaire through getting deeper in the problem; conversation topics:
 - Barriers on the labour market
 - Training needs
 - Reasons for not undertaking training
 - How immigrants identify their training needs and decide the kind of training to undertake
 - Best practices
- Questionnaire Survey, to collect quantitative data. The final form of questionnaire was determined after the qualitative information from focus groups.

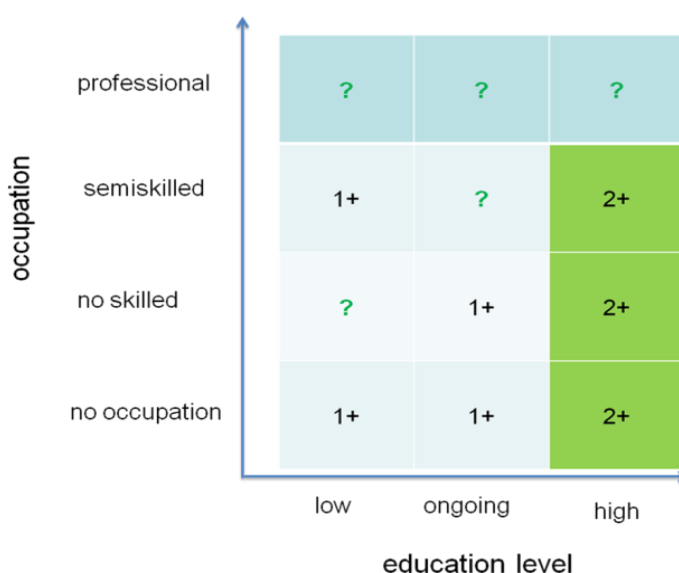
Sampling method

As the target group – young immigrants – is relatively difficult to reach and estimate, the sample frame is not available. Thus random sampling is not possible to apply. What is more, even proper quota sample is not possible, as the important variables, such as age structure, gender structure etc are unknown. Therefore the only reasonable choice is convenience sampling, which means researching those members of population who can be contacted easily and those who are willing to volunteer. To facilitate the potential respondents seeking the snowball method, which means direct recommendations from previously researched immigrants, will be implemented.

However, in order to improve the quality of the research some attempt to differentiate the group should be made. It can be called a **semi-quota sample method**, which will be understood as conducting the research seeking for different types of respondents basing on the variables assumed in the plan of this research, which has been elaborated with the support of proper specialist and can be considered as reliable.

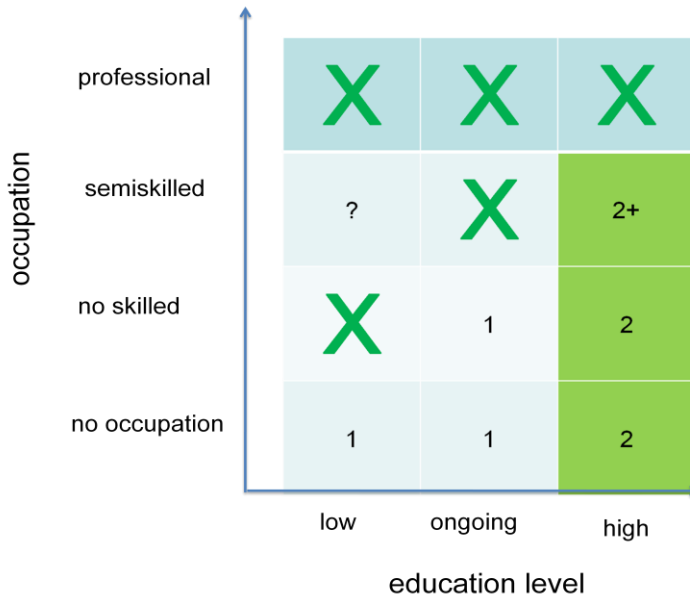
In selecting the target group two most important factors were taken into consideration: education level of immigrants and type of occupation performing (as shown on the scheme – Figure 2 and Figure 3). Immigrants employed adequately to education level and those employed in professional skills required occupations are excluded as ones not addressed by the project. Critical are well educated immigrants employed in occupations under their qualifications. Immigrants marginalized on the labour market – unemployed were also especially considered.

A balance of male and female involvement has been complied, respectively to EU-parity policy. The amount of 40-60% of men and 40-60% of woman have been consulted, dependent on gender structure within immigrants' population in particular country (United Kingdom, Ireland, Spain, Italy, Poland). Immigrants from within the EU and from outside the EU were also equally regarded.



occupation	low	ongoing	high
professional	?	?	?
semiskilled	1+	?	2+
no skilled	?	1+	2+
no occupation	1+	1+	2+

Figure 2. Sampling criteria – Focus Group Interview



occupation	low	ongoing	high
professional	X	X	X
semiskilled	?	X	2+
no skilled	X	1	2
no occupation	1	1	2

Figure 3. Sampling criteria – Questionnaire Survey

Students, taking into account in immigration statistics, were conditionally included in target group, as employment is for them secondary in relation to primary objective - studies. Entrepreneurially active immigrants were consulted only, if their higher education did not correspond with level of knowledge used.

In each country (Poland, UK, Ireland, Spain, Italy) the focus group consisting of at least of 10 young immigrants was interviewed and survey questionnaire was applied to a group of at least 20 young immigrants (18-30 years old).

Data collection

The main information source were immigrants themselves. Beside the research based on preceded by Focus Group Interview, which provided considerable amount of qualitative data on the subject.

Focus Group Interview was organised as a cross country interview, taking place parallel in all countries involved (Italy, Poland, Spain, Ireland, UK):

- Poland: FGI held in University of Szczecin building, on the January 20th 2010, on a group of 10 immigrants
- UK: FGI was conducted in Springboard offices, on the January 25th 2010, on a group of 13 immigrants
- Italy: FGI held in Avellino on the January 28th 2010, on a group of 13 immigrants
- Spain: FGI held on the 28th January 2010, in one of the lecture rooms of the Fundación Laboral del Metal, on a group of 10 immigrants
- Ireland: FGI was conducted during February 5th 2010 on a group of 8 immigrants. Two subsidiary interviews were conducted on February 23rd 2010 and February 24th 2010, making the required 10 participants

The survey questionnaire was designed as a web-based tool in four different languages (English, Polish, Spanish, Italian) on five web platforms (one for each country). Gathering data was closed on:

- Poland: March 3rd
- Italy: March 4th
- UK: March 7th
- Spain: March 9th
- Ireland: March 15th

After filtering the responses (excluding incomplete questionnaires), there were 186 questionnaires answered. The number of questionnaires from each country is as follows:

- Poland: 20
- UK: 21
- Spain: 22
- Ireland: 102
- Italy: 21

The achieved quota of each criterion is in general consistent with assumed structure of the population. Therefore the assumptions of quota sampling are met. The basic analysis can be perceived as statistically valid.

Table 1. Characteristics of researched group

<i>Category</i>	<i>Criteria</i>	<i>Percentage rate</i>
<i>Gender</i>	<i>Female</i>	<i>48%</i>
	<i>Male</i>	<i>52%</i>
<i>Completed education level</i>	<i>Elementary or less</i>	<i>2%</i>
	<i>Basic vocational education</i>	<i>16%</i>
	<i>High school</i>	<i>37%</i>
	<i>Bachelor degree</i>	<i>18%</i>
	<i>Master degree or higher</i>	<i>26%</i>
<i>Age</i>	<i>>18 years old</i>	<i>17%</i>
	<i>18-23 years old</i>	<i>13%</i>
	<i>24-30 years old</i>	<i>49%</i>
	<i>31-40 years old</i>	<i>18%</i>
	<i><41</i>	<i>3%</i>
<i>Country of origin</i>	<i>the 15 old EU Countries</i>	<i>11%</i>
	<i>the 12 new EU Countries</i>	<i>54%</i>
	<i>non EU European country</i>	<i>6%</i>
	<i>non European country</i>	<i>29%</i>

Source: Questionnaire survey

Methodology strengths and limitations

It should be kept in mind what a focus can and cannot do. Implementing focus research will provide some qualitative data concerning the research subject and may bring some fresh ideas that the researcher had not thought of. Besides it gives qualitative approach supplies rich and insightful data. On the other hand we should always keep in mind that we cannot generalize the results because of too small, unrepresentative sample. There is a high risk of errors in the findings, caused, among others, by the sample, moderator, difficulty of analysis and dynamics of a group. Thus treating focus groups findings as definitive, conclusive is unacceptable; there should be other, quantitative methods implemented as well.

In relation to Focus Group Interview it is important to keep in mind that:

- Large group may make people feel anxious about talking openly, however Moderator can help participants feel relaxed, so they are more comfortable and at ease to speak freely
- In spite Moderator being present may affect the way participants answer, as they feel nervous or feel they have to answer in a particular way and so, accuracy may be dubious, Moderator is on hand to clarify any problems or difficulties, especially in relation to cultural differences
- May feel tired, due to the duration of the focus group, but Moderator had a set agenda (themes) to focus on, so guided the group, control it, to make sure they did not deter from the main objective and regulates the duration of session
- As it is a qualitative approach, it is difficult to record the results
- Because of differentiated group of immigrants in terms of language background, may be problems with linguistic differences

Questionnaire survey employed cannot give an objective overview for the whole group of immigrants in Europe, as the group researched is not representative. However the differentiation of the group employed and it's international character allow to make some general assumptions.

The approach employed implies that the research (both FGI and QS) bases on perception of several groups of respondents. Their view may not necessary reflect the real disadvantages of national systems, however the answers of the respondents may be treated as indicators of present situation, as perception of own situation may show the areas of improvements which may be introduced by trainings.

MIGRATION

Migration in economic systems

Migration has been and will be an inherent element of human history. People used to leave their place to live and move to another in order to find new opportunities. In the years to come, more and more people, from developing as well as developed countries, will think about permanent or temporal migration, especially that nowadays it seems to be easier because of improved transportation channels and easier access to information about the “unknown”.

Europe face challenge on labour market caused by increased migration rates. Very tolerant countries, like USA, Australia were able to incorporate incoming work force to incorporate fresh blood in economic systems. In Europe the process of migration has begun to increase after establishing of European Union.

Migrants are a vital part of population growth and fill workforce gaps, therefore, contributing to augmented growth and competitiveness. According to Ban Ki-moon, Secretary-General of the United Nations, humanity is entering the age of mobility, as people cross the borders in many different directions, looking for better life. As a consequence they accelerate progress throughout the developing world, as “they have the potential to chip away at the vast inequalities that characterise our times” (Keeley, 2009). Moreover, the demand for migrants is likely to increase as developed countries need their qualifications and expertise in many fields (OECD, 2007). Developed countries currently make use of migrants’ skills to fill the gap in their labour force in such areas as information technology, healthcare, catering as well as agriculture (Keeley, 2009).

The opponents of migration accent often that migrants compete with local workers on the labour market, especially in sectors in which domestic employees can be easily replaced by foreigners and they may increase an unemployment risk and unemployment rate of locals. However, as European experiences demonstrate, labour rigidities may result in increased migration inflows accompanied by unemployment, labour shortages and low level of participation in labour market (OECD, 2009).

However immigrants are desired to fill the gap of employment in the sectors of jobs requiring low level of skills, as locals tend to stay in education for longer time and seek better jobs. According to the survey conducted from 2000 to 2002, a gap in labour force for both low-skilled and high-skilled jobs exists even in countries like Germany or France with recorded high unemployment rates (OECD, 2009). Besides, immigration in developing counties has positive impact on social security system, as their population are ageing and birth rate is falling. It is assumed that by 2050 only two people will support one retiree in USA in comparison to four nowadays (Keeley, 2009). Likewise, population in European countries is expected to decrease by around 10% by 2050, while the dependency ratio, i.e. citizens below 15 years old and over 65, is assumed to double (OECD, 2009). For instance, the population of Poland is projected to decrease by 2030 by 8%, but the population of working-age individuals by 15,8%, while in Greece almost 2% and 9.1% respectively (OECD, 2009).

Furthermore, as migrants arrive from countries with different cultural background, they introduce diversity into host country life style. Substantial economic and cultural benefits are also brought by migrants as they achieve success on the labour market and have good relationships with the locals (Spencer, 2003). That all means that filling the migrants in national economic system is or should be a great concern of governments.

Migration flows

The migration population is huge all over the world. The number of immigrants accounts for about 214 million and they make up 3.1% of the world population. About one third of total migrant population lives in Europe (Table 2), which consist a number of 69.8 million persons and 9.5% of the overall Europe's population. Despite incorporation of better solution against illegal immigration, it should be keep in mind that 10-15% (about 20-30 million people) of the total number of immigrants are unauthorised (IOM, 2010).

Table 2. Migration population, 2010

<i>Geographic Area</i>	<i>Migrants (millions)</i>	<i>Percentage of the Area's Population</i>
<i>Europe</i>	69.9	9.5
<i>Asia</i>	61.3	1.5
<i>North America</i>	50.0	14.2
<i>Africa</i>	19.3	1.9
<i>Latin America</i>	7.5	1.3
<i>Oceania</i>	6.0	16.8

Source: IOM, 2010

According to data from 2010, the United States, Russian Federation, Germany and Saudi Arabia are the countries with the largest amount of immigrants. These data show however past migration flow, which seems to change recently. Countries like Ireland, Italy, Portugal and Norway have become new destinations for migrants seeking labour, replacing traditional destinations such as Australia, Canada, New Zealand and the United States (IOM, 2010).

Table 3. Countries hosting the largest number of international migrants in 2010

<i>Country</i>	<i>International Migrations (millions)</i>
<i>United States</i>	42.8
<i>Russian Federation</i>	12.3
<i>Germany</i>	10.8
<i>Saudi Arabia</i>	7.3
<i>Canada</i>	7.2
<i>France</i>	6.7
<i>United Kingdom</i>	6.5
<i>Spain</i>	6.4
<i>India</i>	5.4
<i>Ukraine</i>	5.3

Source: IOM, 2010

As host countries are being replaced by new destinations, source countries are also likely to change constantly. In Europe, nations like Luxembourg, Poland, Slovakia and Hungary receive almost their entire migration stock from European countries while Greece, Germany, Norway, Spain get only around a half of migrants from Europe attracting a lot of newcomers from Asia and Latin America (OECD, 2009).

Specifically, the inflow of foreign population in Europe (together with Norway and Switzerland) increased in recent decade from 1 604,8 to 3 280,1 thousand, which means that the number of migrants is twice as big as it was ten years ago (OECD, 2009). The most popular host countries were Spain (with increase from 57,2 to 920,5 thousand), Czech Republic (with increase from 7,9 to 102,5 thousand) – compare Table 4.

Table 4. Sources of the adult foreign-born population, 2000

Country	Source world region in percent			
	Europe	North America	Latin America & Carib.	Asia & Oceania
Luxembourg	99.0	0.7	0.0	0.2
Poland	97.9	0.9	0.0	1.2
Slovakia	97.8	0.8	0.2	1.3
Turkey	96.2	1.2	0.0	2.6
Hungary	95.0	0.9	0.4	3.8
Czech Republic	94.6	0.4	0.3	4.7
Ireland	86.1	5.9	0.4	7.6
Iceland	72.6	10.7	1.3	15.4
Switzerland	82.5	1.9	3.8	11.7
Austria	80.0	0.8	1.0	18.2
Finland	76.2	3.7	1.7	18.4
Belgium	86.8	1.3	1.1	10.8
Sweden	69.8	1.7	5.2	23.2
Greece	60.3	10.2	3.6	25.9
Mexico	22.2	39.4	33.2	5.3
Germany	59.4	1.8	1.3	37.5
Australia	59.1	1.8	1.9	37.1
Norway	55.4	6.8	4.3	33.5
Canada	47.9	4.5	11.0	36.7
France	77.2	1.3	2.5	19.0
New Zealand	46.9	3.1	0.6	49.4
Denmark	50.1	2.5	2.1	45.3
Italy	61.7	2.7	13.1	22.5
Spain	47.4	1.5	42.2	8.8
United Kingdom	36.4	5.1	9.1	49.4
Netherlands	36.4	1.9	20.2	41.6
Korea	2.4	10.7	0.0	86.9
United States	18.0	3.0	50.1	28.8
Portugal	67.4	0.8	18.3	13.5
Japan	2.4	3.5	16.0	78.1
Average	62.8	4.4	8.2	24.6

Source: OECD, 2009

Table 5. Inflows of foreign population from selected OECD countries (in thousands)

Country	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Austria	59,2	72,4	66,0	74,8	92,6	97,2	1 08,9	101,5	85,4	92,0
Belgium	50,7	57,8	57,3	66,0	70,2	68,8	72,4	77,4	83,4	93,4
Czech Republic	7,9	6,8	4,2	11,3	43,6	57,4	50,8	58,6	66,1	102,5
Denmark	21,3	20,3	22,9	25,2	22,0	18,7	18,8	20,1	24,0	23,5
Finland	8,3	7,9	9,1	11,0	10,0	9,4	11,5	12,7	13,9	17,5
Germany	605,5	673,9	648,8	685,3	658,3	601,8	602,2	579,3	558,5	574,8
Hungary	16,1	20,2	20,2	20,3	18,0	19,4	22,2	25,6	19,4	22,6
Japan	265,5	281,9	345,8	351,2	343,8	373,9	372,0	372,3	325,6	336,6
Luxembourg	10,6	11,8	10,8	11,1	11,0	12,6	12,2	13,8	13,7	15,8
Netherlands	81,7	78,4	91,4	94,5	86,6	73,6	65,1	63,4	67,7	80,3
Norway	26,7	32,2	27,8	25,4	30,8	26,8	27,9	31,4	37,4	53,5
Slovak Republic	6,4	5,9	4,6	4,7	4,8	4,6	7,9	7,7	11,3	14,8
Spain	57,2	99,1	330,9	394,0	443,1	429,5	645,8	682,7	803,0	920,5
Sweden	35,7	34,6	42,6	44,1	47,6	48,0	47,6	51,3	80,4	83,5
Switzerland	74,9	85,8	87,4	101,4	101,9	94,0	96,3	94,4	102,7	139,7
Australia										
Permanent inflows	94,2	101,0	111,3	131,2	121,2	125,9	150,0	167,3	179,8	191,9
Temporary inflows	173,2	194,1	224,0	245,1	240,5	244,7	261,6	289,4	321,6	368,5
Canada										
Permanent inflows	174,2	190,0	227,5	250,6	229,0	221,4	235,8	262,2	251,6	236,8
Temporary inflows	198,4	232,8	260,9	282,0	262,0	243,3	244,3	246,7	268,1	281,2
France	110,7	82,8	91,9	106,9	124,3	136,4	141,6	135,9	135,1	128,9
Greece	38,2	..	..	..	..	..	..	..	..	..
Ireland	21,7	22,2	27,8	32,7	39,9	42,4	41,8	66,1	88,9	89,5
Italy	111,0	268,0	271,5	232,8	388,1	..	319,3	206,8	181,5	252,4
Korea	..	..	185,4	172,5	170,9	178,3	188,8	266,3	314,7	317,6
Mexico	25,3	22,7	24,2	26,1	24,6	29,1	34,0	39,3	47,6	50,8
New Zealand	27,4	31,0	37,6	54,4	47,5	43,0	36,2	54,1	49,8	46,8
Poland	5,2	17,3	15,9	21,5	30,2	30,3	36,9	38,5	34,2	40,6
Portugal	6,5	10,5	15,9	151,4	72,0	31,8	34,1	28,1	22,5	32,6
Turkey	143,0	154,3	162,3	154,9	151,8	147,2	148,0	169,7	191,0	174,9
United Kingdom	287,4	338,4	379,3	369,5	415,6	408,6	497,9	466,4	509,8	501,8
United States										
Permanent inflows	653,2	644,8	841,0	1 058,9	1 059,4	703,5	957,9	1 122,4	1 266,3	1 052,4
Temporary inflows	997,3	1 106,6	1 249,4	1 375,1	1 282,6	1 233,4	1 299,3	1 323,5	1 457,9	1 606,9
EU-25 (among above countries)										
+ Norway and Switzerland	1 604,8	1 946,2	2 226,4	2 483,9	2 710,6	2 211,2	2 861,3	2 761,6	2 938,8	3 280,1
North America (permanent)	827,4	834,7	1 068,5	1 309,5	1 288,4	924,9	1 193,7	1 384,6	1 517,9	1 289,2

Source: OECD, 2009

Similar changes in trend are observed in relation to migration outflows. People from countries like Spain or Czech Republic, who were not active in emigration, increased their migration rate from 6,9 thousand to 199 thousand in Spain and from 0,2 to 18,4 thousand in Czech Republic (OECD, 2009).

Table 6. Outflows of foreign population from selected OECD countries (in thousands)

Country	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
<i>Austria</i>	44,9	47,3	44,4	51,0	38,8	46,1	48,3	47,5	52,9	53,7
<i>Belgium</i>	36,3	36,4	35,6	31,4	31,0	33,9	37,7	38,5	39,4	38,5
<i>Czech Republic</i>	0,2	0,1	0,2	20,6	31,1	33,2	33,8	21,8	31,4	18,4
<i>Denmark</i>	7,7	8,2	8,3	8,9	8,7	8,7	9,4	9,4	17,3	15,0
<i>Finland</i>	1,7	2,0	4,1	2,2	2,8	2,3	4,2	2,6	2,7	3,1
<i>Germany</i>	639,0	555,6	562,8	497,0	505,6	499,1	547,0	483,6	483,8	475,8
<i>Hungary</i>	2,3	2,5	2,2	1,9	2,4	2,6	3,5	3,3	3,2	4,1
<i>Japan</i>	188,1	199,7	210,9	232,8	248,4	259,4	278,5	292,0	218,8	214,9
<i>Luxembourg</i>	6,7	6,9	7,0	7,6	8,3	6,9	7,5	7,2	7,7	8,6
<i>Netherlands</i>	21,3	20,7	20,7	20,4	21,2	21,9	23,5	24,0	26,5	29,0
<i>Norway</i>	12,0	12,7	14,9	15,2	12,3	14,3	13,9	12,6	12,5	13,3
<i>Slovak Republic</i>	..	..	..	..	..	3,6	5,0	1,1	1,5	2,0
<i>Spain</i>	..	..	..	..	6,9	10,0	41,9	48,7	120,3	199,0
<i>Sweden</i>	14,1	13,6	12,6	12,7	14,3	15,1	16,0	15,9	20,0	20,2
<i>Switzerland</i>	59,0	58,1	55,8	52,7	49,7	46,3	47,9	49,7	53,0	56,2
<i>Australia</i>										
<i>Permanent departures</i>	19,2	17,9	20,8	23,4	24,1	24,9	29,9	31,6	33,6	35,2
<i>Long-term departures</i>	30,3	29,4	30,0	42,2	31,9	29,5	29,6	31,8	34,4	36,1
<i>Korea</i>	..	..	89,1	107,2	114,0	152,3	148,8	266,7	183,0	163,6
<i>Mexico</i>	25,0	21,5	22,6	25,7	26,8	24,4	24,1	30,3	31,7	40,2
<i>New Zealand</i>	16,2	15,9	15,6	28,6	22,4	25,4	29,0	30,6	20,5	21,5
<i>United Kingdom</i>	125,7	151,6	159,6	148,5	173,7	170,6	146,5	173,8	193,7	169,0

Source: OECD, 2009

The majority of European countries is experiencing rising migration inflows. Estimated number of international migrants increased from 49,4 in 1990 to 69,8 mln in 2010 constituting 6.9% and 9.5% respectively as compared in Table 7 (IOM, 2010).

Table 7. International migrants in European countries.

Year	Estimated number of international migrants at mid-year	International migrants as a percentage of the population
1990	49 400 661	6.9
1995	54 717 864	7.5
2000	57 639 114	7.9
2005	64 398 585	8.8
2010	69 819 282	9.5

Source: IOM, 2010

As it is shown on Figure 4, net migration in Europe is on the rise and contributes greatly to population change. However it was observed a shift in destination countries in comparison to previous decades (Eurostat, 2009).

After accession of new member states to European Union, new migration flows arise, especially in counties which did not apply any restrictions on immigrants from new Member States (eg. Ireland). In 2006 immigration to Ireland become very popular. Ireland received ca. 89 000 persons, which meant more than one third increase in comparison to previous year. Migrants from UE25 constituted 50% of foreign labour force, compared to 17% in the third quarter of 2004 (EMN, 2006).

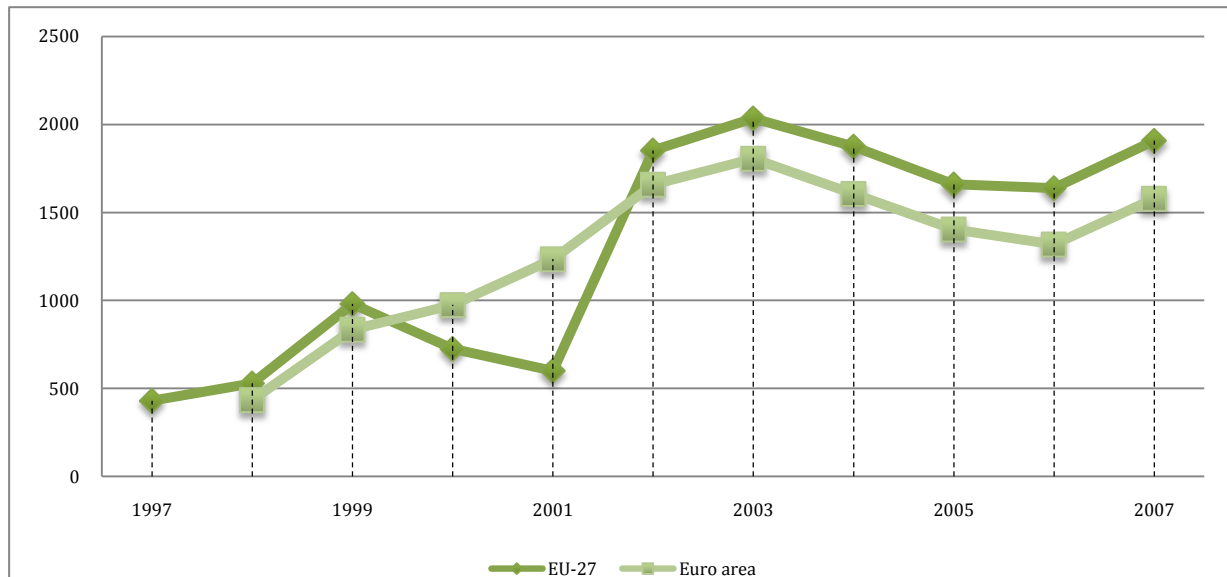


Figure 4. Net migration in Europe 1997-2007 in 1000s (including corrections)

Source: Eurostat, 2009

Nevertheless Italy have restricted immigration by annual numerical limits, so-called 'quotas' related to employer's requests for foreign workers, it still remains popular direction for migrants (EMN, 2006). The quotas increased greatly from 2005 to 2007, making 520 000 applications for permit filled. These mainly included 65 000 permits for home care workers, 14 200 permits for construction workers, 500 permits for transport workers and 200 for fishermen, while 1000 permits regarded highly-skilled employees (OECD, 2009). As a result foreign population in Italy constituted 3 million in 2006, which was more than 10% increase in comparison to previous year (EMN, 2006).

Table 8. Migration flows (emigration, immigration and net migration) for EU - Member States, for the years 2003 -2006

	2003			2004			2005			2006		
	Immigration	Emigration	Net Migration	Immigration	Emigration	Net Migration	Immigration	Emigration	Net Migration	Immigration	Emigration	Net Migration
Belgium	86 784	54 123	32 661	91 683	58 342	33 341	105 353	59 892	45 461	137 699	88 163	49 536
Czech Republic	60 015	34 226	25 789	53 453	34 818	18 635	60 294	24 065	36 229	68 183	33 463	34 720
Denmark	49 754	43 466	6 288	49 860	45 017	4 843	52 458	45 869	6 589	56 750	46 786	9 964
Germany	768 975	626 330	142 645	780 175	697 632	82 543	628 399	628 399	78 953	661 855	639 064	22 791
Estonia	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ireland	50 100	18 500	31 600	70 000	16 600	53 400	86 900	17 000	69 900	109 500	42 200	67 300
Greece	45 500	10 118	35 382	50 101	8 713	41 388	42 015	2 041	39 974	83 789	N/A	N/A
Spain	672 266	64 298	607 968	684 561	55 092	629 469	719 284	68 011	651 273	840 844	142 296	698 548
France	190 825	N/A	191 850	N/A	105 000	187 134	N/A	92 000	183 261	N/A	N/A	N/A
Italy	470 491	62 970	407 521	444 566	64 849	379 717	325 673	65 029	260 644	297 640	75 230	222 410
Cyprus	16 779	4 437	12 342	22 003	6 279	15 724	24 419	10 003	14 416	N/A	N/A	N/A
Latvia	1 364	2 210	-846	1 665	2 744	-1 079	1 886	2 450	-564	2 801	5 252	-2 451
Lithuania	4 728	11 032	-6 304	5 553	15 165	-9 612	6 789	15 571	-8 782	7 745	12 602	-4 857
Luxembourg	12 613	10 540	2 073	12 495	10 911	1 584	13 512	10 841	2 671	N/A	N/A	N/A
Hungary	19 365	2 553	16 812	22 164	3 466	18 698	25 582	3 320	22 262	23 569	3 965	19 604
Malta	1 239	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Netherlands	104 514	104 831	-317	94 019	110 235	-16 216	92 297	119 725	-27 428	101 150	132 470	-31 320
Austria	113 554	77 257	36 297	127 399	76 817	50 582	117 822	68 650	49 172	100 972	73 495	27 477
Poland	7 048	20 813	-13 765	9 495	18 877	-9 382	9 364	22 242	-12 878	10 802	46 936	-36 134
Portugal	79 300	9 300	70 000	72 400	8 900	63 500	57 920	10 680	47 240	49 200	10 800	38 400
Slovenia	9 279	5 867	3 412	10 171	8 269	1 902	15 041	8 605	6 436	20 016	13 749	6 267
Slovak Republic	6 551	4 777	1 774	10 390	6 525	3 865	9 410	2 784	6 626	12 611	3 084	9 527
Finland	17 838	12 083	5 755	20 333	13 656	6 677	21 355	12 369	8 986	22 451	12 107	10 344
Sweden	63 795	35 023	28 772	62 028	36 586	25 442	65 229	38 118	27 111	95 750	44 908	50 842
UK	508 000	361 000	147 000	586 000	342 000	244 000	563 000	359 000	204 000	591 000	400 000	191 000
Bulgaria	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Romania	3 267	10 673	-7 406	2 987	13 082	-10 095	3 704	N/A	N/A	N/A	N/A	N/A
Iceland	3 704	3 837	-133	5 350	4 820	530	7 773	3 913	3 860	N/A	N/A	N/A
Norway	35 957	24 672	11 285	36 482	23 271	13 211	40 148	21 709	18 439			

Source: EMN, 2006

Significant migration flows in 2006 and 2007 were observed in Spain as well, however the area seemed to be not very attractive for new EU-Members. According to the municipal register statistics, Spain received about 800 000 foreigners in 2006, a 17% increase from the previous year (OECD, 2009). However immigrants came in majority from non European countries, such as Romania, Bolivia and Morocco, Ecuador, Colombia and partly United Kingdom. In 2007 immigrants reached 10% of total population in Spain and 12% of total labour force (from 8% in 2005). This migration flow meant for Spain the rapid increase of new force on the labour market (OECD, 2009).

Last year's migration in United Kingdom has been very specific, as it experienced huge flows of both immigration and emigration. While 591 000 people arrived to the UK, 400 000 citizens left country. Since 2004 there was observed steady inflow of immigrants from East Europe, with the grate share of Poles (two thirds of the immigrants registered in Worker Registration Scheme, making up the largest foreign population in the UK), followed by Lithuanians and Slovaks. Non-European immigrants were not very numerous (141 000 in 2006) and were employed mostly in computer industry (22%) and medical care (18%). The share of working immigrants was greater than share of working population among UK-citizens (OECD, 2009).

As immigration is not a concern in Poland, emigration seems to be of great importance. The emigration rate increased systematically since 2004, and in 2007 the increase by 38% was observed in relation to previous year. The main destinations were UK and Ireland followed by Germany, Norway and Sweden. As compared to previous migration flows, present group was younger, better-educated and contained more women (OECD, 2009). However the migration flow seemed to slow down in the second half of 2007. The improvement of economic situation lower the willingness to leave the country, nevertheless it did not influence the inflow level (OECD, 2009). According to official statistics, foreign population constitute in Poland 0,14% of total population. Among 55 000 permanent residents the biggest groups are Germans (21%), Ukrainians (9%) as well as Russians (6%). As for long term work permits issued in 2006, there were 11 000 granted to foreigners, especially Ukrainians (3 300) and Vietnamese (1 000) (GUS, 2008).

Migrants position

As new migration flows arise, it caused even deeper differentiation between migrant groups. Compared to other migrant workers in Western European countries, persons from East Europe are over represented in low-skilled jobs in such sectors as agriculture, construction, retail trade etc. (EMN, 2006). Low skilled immigrants consist a required group, which provide the cheap workforce, promote by local societies, who benefit from it. Considering difficult status of these immigrants, they are employed in the lowest social and occupational categories, regardless of their legal status (Katseli, 2004). Despite high rate of unemployment of woman (eg. in Greece, Spain and Italy) household services also account for high share of employment of newcomers (Spencer, 2003). Furthermore, in the South-European countries, immigrants are frequently employed in agriculture, mostly as seasonal workers. Other sectors in which immigrants are willingly employed are the construction industry, tourism, as well as wholesale and retail trade. Therefore, low-skilled migrants countries usually fill seasonal, short-term and 'atypical' posts (Spencer, 2003).

Despite many low-skilled people leaving their countries to find new opportunities, share of high-skilled, well-educated young people becomes more and more significant (OECD, 2009). These group of immigrants, however not very serious regarded for now, is appreciated in some sectors of labour market, as education process of citizens is long-term and cost money. In the Nordic countries like Denmark, Norway, Ireland the sectors of education, health and community services account for a substantial part of employment of foreigners (Katseli, 2004). Similarly, in countries which have been

traditional destinations for immigrants, such as Austria, Germany, Belgium, France or Sweden, skilled newcomers usually take posts in manufacturing and mining or in information and communication technology (Spencer, 2003).

As show the results of research opportunity to find better employment and get better education is the most often reason of migration (compare Table 9). It seems to confirm that more are more well educated, well-skilled people will arrive to many countries in Europe willing to take active part in creation of national welfare.

Table 9. Reasons of migration

<i>What were the reasons of immigration from your country of origin?</i>	<i>Frequency</i>	<i>Percent</i>
<i>Political</i>	30	12%
<i>Economical (money)</i>	113	45%
<i>Family</i>	37	15%
<i>Repatriation</i>	0	0%
<i>Religion</i>	4	2%
<i>Educational</i>	45	18%
<i>Other</i>	23	9%

* Respondents could have chosen more than one answer, therefore the percentages do not sum into 100%

Source: Questionnaire survey

For each country the most important reason for immigration was economical (money). Besides economical reasons for migration, for immigrants from non EU countries the important reasons are also educational and political (Figure 5).

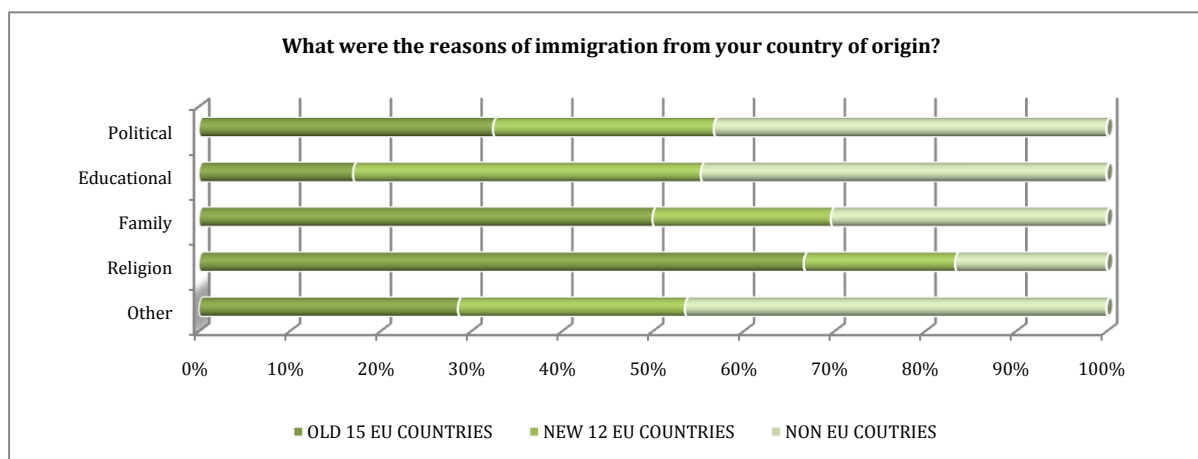


Figure 5. Reasons of migration regarding on source country

Source: Questionnaire survey

It should be kept in mind during analysing data in Table 9, the political reasons, as it was discovered during FGIs, usually mean economical reasons as well. The in-depth interviews proved that on many occasions migrants seek for a way to “justify” their decision to migrate; therefore they claim political reasons for migration, despite the fact, that the true reason had been money. There is also a

considerable part of migration connected with education. The repatriation and religion causes were hardly the case.

The majority of respondents came to the host country either alone or with a partner. Only 12% came with their relatives – Table 10.

Table 10. Migration company of immigrants

<i>Have you come alone or with your family?</i>	<i>Frequency</i>	<i>Percent</i>
<i>I have come alone</i>	107	58%
<i>I have come with my wife/husband/partner</i>	55	30%
<i>I have come with my family (wife/husband/partner and children)</i>	23	12%

Source: Questionnaire survey

About 1/3 of the respondents treats the host country not as a target country, but as a stop on their migration (compare Table 11). It can be interpreted as both the mobility and problem suffering of immigrants. So on one hand the immigrants are willing to go to another country seeking for better life. On the other hand it may indicate that immigrants did not find what they were looking for in the country they had come to. They might have experienced some problems, difficulties or discrimination which forced them to go to another country.

Table 11. Settlement intention of immigrants

<i>Do you intend to change the country and go to another one, or do you intend to stay in this country?</i>	<i>Frequency</i>	<i>Percent</i>
<i>I intend to leave to another country</i>	56	30%
<i>I intend to stay in this country</i>	129	70%

Source: Questionnaire survey

EXPERIENCES AND BARRIERS ON LABOUR MARKET

Despite wide integration of national markets and opening of economic systems, immigrants face serious barriers on the labour market. They have to re-train or engage in employment at lower level than in the home country (Hakak, et.al, 2010). These findings were confirmed in research study conducted for the project addressed. As the Questionnaire Survey indicates, 30% of immigrants remains unemployed, while only 45% of them have a regular, full time job (Table 12).

Table 12. Employment status of immigrants

<i>Do you have a job right now?</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes, regular full time</i>	84	45%
<i>Yes, regular part time</i>	31	17%
<i>Yes, casual</i>	15	8%
<i>No, I do not have a job</i>	55	30%

Source: Questionnaire Survey

Moreover immigrants are not fully satisfied by their job (Table 13). Most of 42% of immigrants partially satisfied declare their satisfaction mostly in comparison to unsatisfying them unemployment. Only 34% of immigrants declare employment adequate to their education. Most of immigrants believe that their job or the last job they had, wasn't corresponding to their skills (Table 14)

Table 13. Satisfaction from job of immigrants

<i>Are you satisfied with your job?</i>	<i>Frequency</i>	<i>Percent</i>
<i>Full satisfaction</i>	41	31%
<i>Partial satisfaction</i>	56	42%
<i>No satisfaction</i>	36	27%

Source: Questionnaire Survey

The case of satisfaction from job concerns only respondents who do have some kind of a job. Therefore those, who claim not having a job are not included and percentages in table 25 concern only the 70% of respondents.

Table 14. Correspondence of education to current/last job as declared by immigrants

<i>Is your job or the last job you had, corresponding to your education level?</i>	<i>Respondents</i>	<i>%</i>
<i>Yes, fully</i>	45	34%
<i>Yes, partially</i>	33	25%
<i>No</i>	55	41%

Source: Questionnaire Survey

The relatively high level of dissatisfaction from the job can be, among other factors, the result of possessing a job of lower/different level than the achieved education, what is the case for 66% of researched immigrants.

The satisfaction level from the job of non EU immigrants is very similar to the level of EU immigrants. However among the same group of immigrants 47% of non EU immigrants do not have a job, comparing to 21% of EU immigrants without a job (Figure 6).

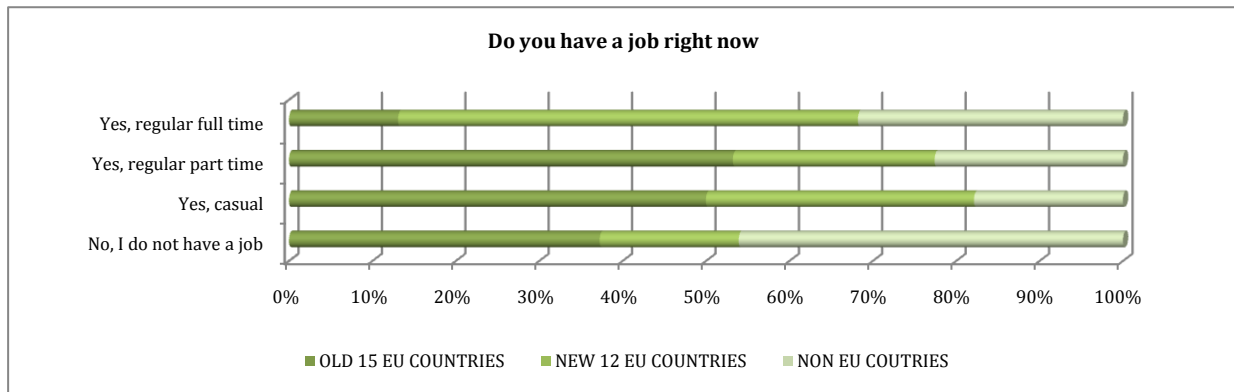


Figure 6. Employment status of immigrants regarding on source country

Source: Questionnaire Survey

The matter of unemployment is quite diversified among countries, however there is a high unemployment rate among immigrants in each researched country. The country where the biggest amount researched immigrants do not have a job is Spain (73% compared to 21-36% in other countries). The country with highest amount of immigrants having a regular, full time job is Ireland (62% compared to 18-24% in other countries).

Table 15. Employment vs. unemployment among respondents in different countries

<i>Do you have a job right now?</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Yes, regular full time</i>	24%	62%	24%	29%	18%
<i>Yes, regular part time</i>	29%	13%	33%	29%	0%
<i>Yes, casual</i>	14%	5%	19%	7%	9%
<i>No, I do not have a job</i>	33%	21%	24%	36%	73%

Source: Questionnaire survey

As highlighted in OECD studies, immigrants arriving to countries within OECD have generally higher level of education than in the past, however many low-qualified immigrants look for better life and better employment in these countries (OECD, 2009). For instance, in France, half of adult immigrants have not graduated from upper secondary school (Keeley, 2009). This partially explains why immigrants suffer some employment disadvantages in relation to locals (in relation to employment rate as well as level of wages).

However, according to statistical analysis even if the level of education of immigrants was equal to the one of the native-born, there would still exist a 60% gap in employment (Keeley, 2009). Therefore, other factors than low level of qualifications prevent immigrants from entering the labour force. In fact, even highly-qualified migrants find it difficult to get high-status jobs. Several studies confirm that immigrants face serious barriers in acquiring employment which is adequate to their education level (Hakak, et.al, 2010, Constant, et.al, 2009).

A study conducted by Luciana Turchick Hakak, Ingo Holzinger and Jelena Zikic examining perceived barriers to finding a good job by immigrant professionals from Latin America revealed that networks, language, cultural differences and subtle discrimination are the most significant barriers (Table 16).

Table 16. Barriers to finding a good job by immigrants

<i>Barriers on the labour market</i>	<i>Frequency</i>	<i>Percent</i>
<i>Discrimination</i>	15	75%
<i>Language</i>	13	65%
<i>Culture</i>	11	55%
<i>Networks</i>	9	45%

Source: Hakak, et.al, 2010

Structural rigidities, such as the lack of interregional geographic mobility aggravated by linguistic barriers, limitations giving an access to specific professions only to the locals, mismatches between existing skills and those in high demand, and cultural and socio-economic barriers excluding the participation of nationals into low-status or low-wage jobs, greatly contribute to labour market imbalances (OECD, 2009). Furthermore, many immigrants face disadvantages in such areas as legal rights, education, employment, criminal justice, health, living conditions, and civic participation (Spencer, 2003). It all causes that their potential and value they may add to economic growth is not fully used.

In a study *The IZA Expert Opinion Survey* conducted among expert stakeholders from EU Member States in 2007 several barriers were mentioned as obstacles to economic integration. The most common ones were: insufficient command of a local language, inadequate education, no knowledge about employment opportunities, internal barriers (such as social, cultural, religious norms), institutional barriers (citizenship, other legal restrictions). However, discrimination was pinpointed as the most serious barrier (Constant, et.al, 2009).

Other barriers included regional underdevelopment, lack of legal documents, lack of self-confidence to apply for jobs, lack of recognition of foreign-earned education, lack of willingness to work, no experience in social context of a destination country. Moreover, immigrants themselves indicated paid employment as an area in which they would like to see the greatest changes (Constant, et.al, 2009).

These research findings confirm OECD report's conclusions (OECD, 2007). It evidence immigrants' situation in Australia, Denmark, Germany and Sweden, and indicates three most important barriers facing immigrants on foreign labour market: skills equivalence and recognition, networking and discrimination. Lower language abilities are in many studies suggested as equally important in labour market affecting (Bellante, et.al, 1998; Keeley, 2009).

Barriers identified in FGI and Questionnaire Survey under referred project mach results of previous studies. Moreover there were found **no significant differences in perception and experiencing of barriers among countries** (compare Table 28). But the same time deep analysis form FGI showed that perception and experiencing of barriers hardly dependent on previous experiences of immigrants.

Despite of increasing involvement in equality popularization, discrimination and prejudice on the basis of perceived linguistic, cultural or ethnical differences seems to affect immigrants employment significantly. On the job discrimination may be a result of the lack of recognition of cultural differences in working practices. A test conducted by the International Labour Organisation revealed that discriminatory behaviour of employers often takes place (ILO, 2010). However, the degree of

discrimination differs from one group of immigrants to other and from country to countries. For instance, immigrants with ethnicity, language and culture similar to the ones of a host country generally face less discrimination. According to a research conducted in the US, people who escaped from their countries because of political reasons, e.g. immigrants from Cuba and Vietnam, are more sympathetically welcome than the ones fleeing poverty, e.g. ones from Haiti or Mexico (Keeley, 2009). Research conducted for referred project assume that discrimination and its relatives are among the strongest stressed barriers by immigrants (Table 17).

Table 17. Barriers on the labour market as perceived by immigrants.

General barriers	Barriers indicated by immigrants during FGI	High barrier	Average barrier	No barrier
Discrimination	<i>Discrimination and prejudice at the basis of linguistic, cultural or technical differences</i>	Spain Ireland Poland	UK Italy	
Skills equivalence and recognition	<i>Perception of education, no willingness to invest in workers</i>	Poland		
	<i>Ignoring of qualifications</i>	UK		
	<i>Difficulties in getting work experience</i>	Ireland		
	<i>Lower job security (short term contracts, seasonality, vulnerability to hire lay-off cycle)</i>	UK Italy	Spain Ireland Poland	
	<i>Concentration in unskilled or semi-skilled occupations</i>	UK Italy Ireland	Spain Poland	
Language	<i>Language differences</i>	UK Spain Poland		
Networking	<i>Need of personal support</i>	Poland		
Different market situation and administration structures	<i>Understanding logic and dynamics of labour market</i>	Italy		
	<i>Difficulty in accessing career guidance and training given the unfamiliarity with national support structures</i>		UK Italy Poland	Spain Ireland
	<i>Ethnical and cultural differences, lack of trust for immigrants</i>	Spain UK Poland		
	<i>Less support from government, i.e. funding and training, protection of countries labour market</i>	UK Poland		
	<i>Lack of papers, work permit system and accompanying documentation</i>	Spain Ireland Poland		

Source: FGI findings

Another factor that makes it difficult for migrants to find good jobs is the perception that they take away jobs from native population and have a negative impact on wages. This seems to appear in all countries and becomes stronger while economic crisis. However, specialized studies prove that immigrants mainly compete with themselves and if their supply increases by about 10%, wages of migrants drop by a similar percent. But wages of natives are affected to a small degree (Borjas, 1987).

Skills equivalence and recognition may be a problem as well, especially when people come from countries with very different background (education system, human development policy, industrial standards, etc.). A lot of employers do not trust qualifications earned abroad. It mostly concerns professional qualifications. They have doubts whether the qualification is authentic or may rate it as lower in comparison to the one granted locally. (Keeley, 2009). Some countries have established systems of assessment and certification of qualifications and work skills (eg. Sweden, Denmark), however a research conducted in Sweden shows that even if qualifications of immigrants are recognized, they still earn less than the equally educated locals (OECD, 2007).

What is more, our research implies that not just education level and its recognition is crucial to find proper employment, but work experience is equally important (Table 18). It also indicates that it is difficult to gain proper experience as employers are unwilling to employ them. It seems to be like a vicious circle: Without experience they can't get a job, yet without a job they can't gain experience. In many cases starting own business is for immigrants the only chance for “normal” life and fulfilling career development. Subtle discrimination may refer to different treatment on the basis on an accent and lack of work experience in a host country even if it was not relevant to a job. For example, according to a study conducted in Canada, foreign work experience was valued less than Canadian one and amounted to about 30% with regard to its influence on a salary (Dietz, 2010).

Table 18. Barriers on the labour market for immigrant - the cross-reference of findings from different countries

Country	Most important barriers mentioned by immigrants
UK	<i>Language differences, cultural differences, their experience/qualifications are ignored, low pay occupations only, less support from government i.e.: funding and training, lack of skills, lack of training opportunities, unsure of access to training, lower job security occupations and migrants are largely concentrated in un-skilled, risky sector jobs.</i>
Ireland	<i>Discrimination in terms of “colour, language, religion and ethnicity”, the importance of practical work experience and the difficulty as a migrant in securing some (non-Irish nationality added to the difficulty in securing the first step to remove this barrier, be it unpaid experience or a full time job), impossibility to compete on an equal footing with native applicants.</i>
Poland	<i>Language skills, lack of trust for immigrants, even fear of hiring them, bad stereotypes, bureaucracy of the country it takes time, it is discouraging, it is complicated, lack of immigrants' qualification, the need of help and support from, the perception of education in others countries, the size of the city matters as well, the protection of country's labour market, lack of proper office to deal with immigrant problems, employers do not invest in workers; they demand high skills but they are not willing to pay immigrants to get them.</i>
Italy	<i>Difficulty in accessing information and in understanding the logics and dynamics of the labour market, concentration in jobs that are unskilled or not very skilled, lack of job stability.</i>
Spain	<i>Discrimination against nationality, not holding the required qualification for the job, experience/studies acquired in country of origin not valued, lack of experience in the field of desired work, being a non-national, the economic recession, absence of documentation showing proof of residency, need to successfully pass through stages of the selection process, need to make working life compatible with family life in the case of mothers with children.</i>

Source: FGI findings

Immigrants experience lack of access to networks to facilitate integration into the labour market. Personal contacts have an important role in filling job vacancies– according to a study conducted in Turin, 57% of enterprises employed new workers via personal contacts (Keeley, 2009). Immigrants usually do not have such contacts as they have left their families, friends and acquaintances behind. In consequence, immigrants whose qualifications are at least equal to the one of the locals are at a disadvantage and it takes them much longer to find a job (OECD, 2007).

In consequence, immigrants are concentrated in unskilled or semiskilled occupations (eg. agriculture, manufacturing, hospitality) and risky sectors of employment. This is a reason that the difference between industry fatality rates for immigrants and natives is 1.79 deaths per 100 000 employees. (Orrenius, et.al., 2006). Lower job security they experience (short term contracts, seasonality, vulnerability to hire-layoff cycle) result from poor recognition of employee rights, as well as labour market in host country, which may differ strongly in relation to country of their origin. They often experience no opportunity to gain a more fulfilling occupation. Moreover research results assume that the size of the city matters: it is much easier to find proper job in metropolises, while much worse situation is in small towns (Table 18).

Nevertheless position of immigrants on the labour market is affected by cultural differences, which are not only the source of discrimination but impact successful job searching and workplace perception as well. Some migrants feel that they do not fit a culture of their host country. Since they are not familiar with work culture and topics of informal conversations taking place in a company they feel as outsiders. Furthermore, cultural differences may be a source of misunderstandings. These may include (Cultural and Language Barriers... , 2002):

- Roles and Status – a social hierarchy that exists in one country may cause problems in other ones. Immigrants from countries where women are subordinate to men may have problems with adapting to Western norms. For example, men may have problems to adapting to work with females as equal or as their superiors.
- Personal Space – people from various cultures have different comfort zones e.g. Germans and Japanese prefer to have bigger personal spaces while Arabs tend to stand close to each other.
- Body Language – the same gestures may have different interpretations in different countries. For instance, Americans tend to maintain eye contact and lack of it can be interpreted as being evasive while in Latin and Asian countries it is a sign of respect.
- Religion – people from different cultural backgrounds may have different religions and customs that may be difficult to understand for natives. Immigrants may observe religious holidays on which work is not permitted or certain customs should be followed.
- Personal Appearance – hygiene, diet habits or clothing may vary for different cultures. Certain items of clothing, such as headdresses, can be a part of custom or belief which may seem unsafe or inappropriate by employers.

Lack of communication skills is a huge barrier on labour market. Language skills are important as some of migrants in low-skilled jobs may be qualified enough to perform better work but their lack of ability to communicate in a foreign language prevents them from doing so (Bellante, et.al, 1998). For highly-skilled people, a command of local language becomes even more important issue. ‘Conceivably, the most important human capital component with respect to integration is the extent of knowledge of the host country language’ (Keeley, 2009). Immigrants to host countries in which more popular languages, such as English or Spanish, are spoken have similar problems to those with less popular local language (OECD, 2007). Language barrier was stressed by immigrants during FGI as difficult constraint directly connected with living in foreign countries (Table 18).

The study conducted for the purpose of referred project indicates that among many barriers perceived by immigrants as negatively affected their job search, the strongest barrier is competition on the labour market (by other equally skilled candidate workers), which is highly related to discrimination and networks recognition (compare Table 19 and Figure 5). Immigrants perceive themselves to be less competitive than other candidates who originate from the country in which they apply for jobs. To compete, they have to be better qualified and have wider experience. In terms of discrimination, experience indicated in application should refer to domestic labour market. Certificates gained in host country are equally important and are a serious confirmation of proper qualifications level. In contrast, information about education recognition and upgrading training is often difficult to access, and it requires a lot of time and effort to gain proper information about courses available.

In relation to barriers perceived by immigrants on the labour market, findings from FGI correspond with survey results, which show the perception of employment disadvantages in a broader context. The results of survey are presented in Table 19 and Figure 7.

Table 19. Barriers on the labour market as perceived by immigrants

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>	<i>Often</i>	<i>Sometimes</i>	<i>Sum</i>
<i>Competition (by other equally skilled candidate workers)</i>	33%	33%	66%
<i>Bureaucracy procedures</i>	27%	32%	59%
<i>Going through qualification procedure, interview, self-presentation, etc</i>	26%	32%	58%
<i>Wrong (high/low) expectations</i>	18%	39%	58%
<i>Communication & Social skills (behaviour-cultural misunderstandings)</i>	22%	34%	56%
<i>Carrier path creating (career orientation & job choice)</i>	19%	37%	55%
<i>Presentation skills</i>	26%	28%	54%
<i>Knowledge of training and vocational education structures & opportunities</i>	28%	26%	54%
<i>Accessing information sources</i>	20%	32%	52%
<i>Awareness of employment rights and obligations</i>	26%	24%	51%
<i>Understanding of labour market needs and trends</i>	22%	28%	51%

<i>Career orientation & job choice</i>	13%	37%	51%
<i>CV preparation</i>	20%	26%	46%
<i>Teamwork skills (working in a team and communication-understanding with team members)</i>	22%	21%	42%
<i>Electronic tools for job search</i>	16%	26%	42%

Source: Questionnaire survey

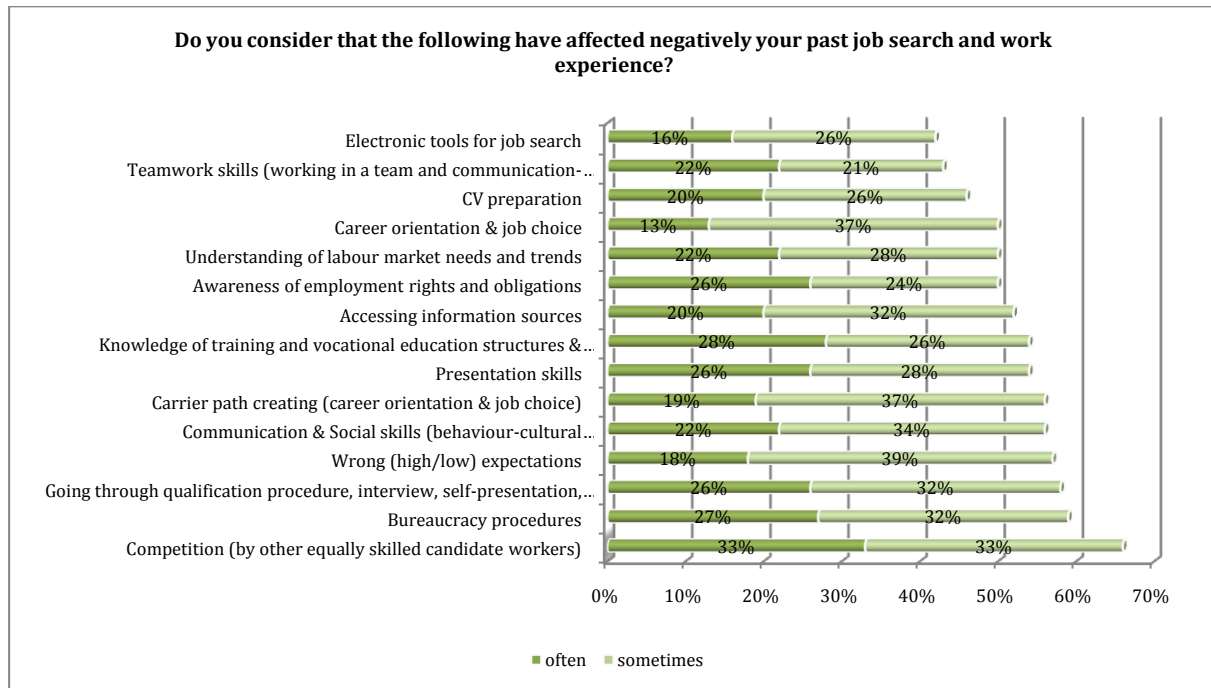


Figure 7. Barriers on the labour market as perceived by immigrants

Source: Questionnaire survey

What should be noticed is that even the least common barrier—“electronic tools for job search”—is recognized by almost half of the respondents (42%). Thus, it would be a false assumption to consider CV preparation, teamwork skills, or electronic tools for job search as unimportant obstacles for immigrants on the labour market. The group seems to have a high level of information technology awareness, only if the source of information can be easily indicated. However, the other barriers may also be important. Once some barriers are overcome, the immigrants may have to deal with another ones.

We may suppose that there are barriers that do not seem to appear often, but which are still important. Consider wrong (high/low) expectations. Even though only 18% of the respondents perceive this barrier as appearing often, 39% perceive it from time to time. It can be assumed that this barrier appears rather during job seeking, not when one is employed. The same applies to career path creating, career orientation & job choice, and accessing information sources.

Table 20. Barriers on the labour market as perceived by immigrants

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>	<i>Rarely</i>	<i>Never</i>	<i>Rarely or never</i>
<i>Electronic tools for job search</i>	17%	41%	58%
<i>Teamwork skills (working in a team and communication-understanding with team members)</i>	26%	32%	58%
<i>Awareness of employment rights and obligations</i>	27%	27%	54%
<i>CV preparation</i>	22%	27%	49%
<i>Accessing information sources</i>	24%	25%	49%
<i>Communication & Social skills (behaviour-cultural misunderstandings)</i>	26%	23%	49%
<i>Presentation skills</i>	26%	22%	48%
<i>Knowledge of training and vocational education structures & opportunities</i>	25%	21%	46%
<i>Carrier path creating (career orientation & job choice)</i>	25%	21%	46%
<i>Career orientation & job choice</i>	24%	21%	45%
<i>Wrong (high/low) expectations</i>	23%	21%	44%
<i>Understanding of labour market needs and trends</i>	21%	21%	42%
<i>Going through qualification procedure, interview, self-presentation, etc</i>	23%	19%	42%
<i>Bureaucracy procedures</i>	23%	18%	41%
<i>Competition (by other equally skilled candidate workers)</i>	17%	17%	34%

Source: Questionnaire survey

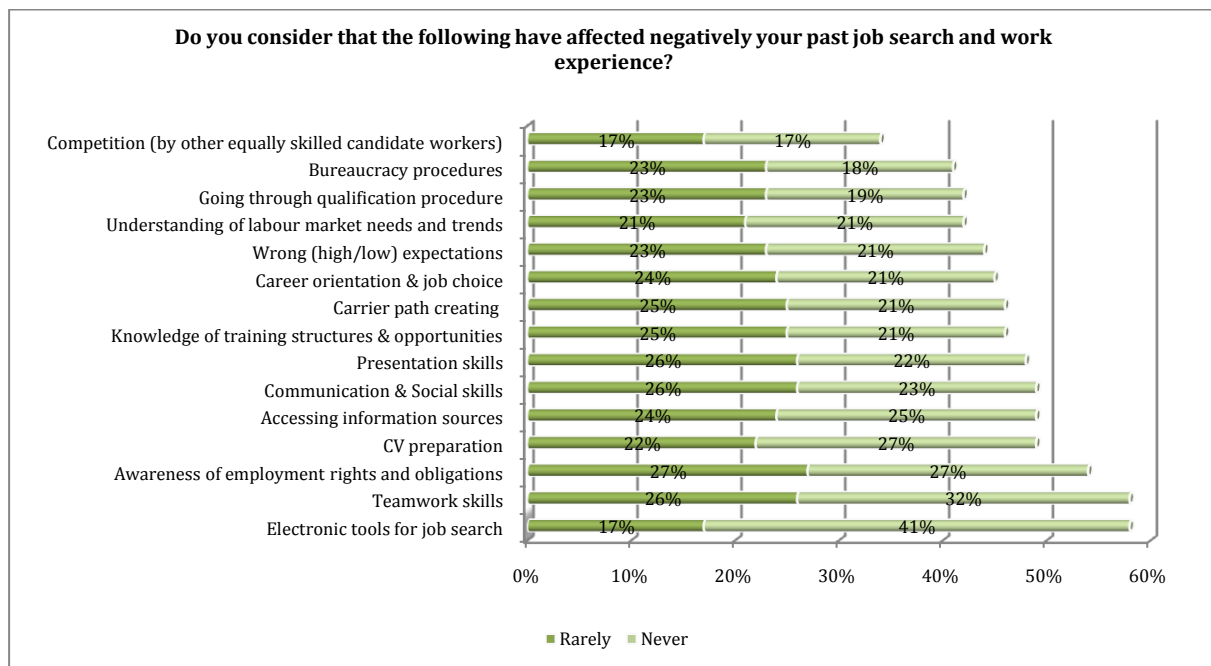


Figure 8. Barriers on the labour market as perceived by immigrants

Source: Questionnaire survey

The perception of labour market barriers is rather similar for both non EU and EU immigrants. Non EU immigrants perceive some barriers as more significant (especially “Awareness of employment rights and obligations”; “Career orientation & job choice”), while other are perceived as more significant by EU immigrants (especially “CV preparation”; “Communication & Social skills (behaviour-cultural misunderstandings)”). However, 47% of non EU immigrants do not have a job, comparing to 21% of EU immigrants without a job (compare Table 21).

Table 21. Employment status of immigrants from different countries

<i>Do you have a job right now?</i>	<i>Old 15 EU-countries</i>	<i>New 12 EU-countries</i>	<i>Non EU-countries</i>	<i>EU-countries (altogether)</i>
<i>Yes, regular full time</i>	14%	59%	34%	51%
<i>Yes, regular part time</i>	33%	15%	14%	18%
<i>Yes, casual</i>	14%	9%	5%	10%
<i>No, I do not have a job</i>	38%	17%	47%	21%

Source: Questionnaire survey

Different market situation and administration structures seems to be important obstacle for immigrants in all European countries as well. Despite migration increases across Europe, the problem of assimilation of immigrants as a labour force remains poorly recognised. National structures dedicated to support migration processes are inadequate for needs in terms of policy and in terms of systems. General disadvantages of systems and policy, which may be identified are (compare Table 18):

- bureaucratic nature of obtaining state-sponsored training;
- bureaucratic nature of transferring documents including references within the EU;
- work permit policies;
- asylum system;
- inadequate recognition of qualifications;
- existence of social networks;
- tendency of employers not to respond to unsuccessful job applications.

Besides difficulties in accessing employment guidance result in unfamiliarity with national support structures. Moreover, poor access to training makes it impossible to upgrade their position on the labour market. These systems disadvantages seems to be pointed out by immigrants' groups independent on host country (Table 18).

Differences in labour market systems often vary a lot among countries. This can result in confusion for people trying to find employment. In addition, bureaucratic procedures make the process even more difficult. Also, a lack of awareness (lack of knowledge, lack of understanding) about cultural differences sometimes makes the application procedure impossible, because of behavioural-cultural misunderstandings.

As building of system which is friendly for people takes time (even if system works fine, employers don't consist a consistent system, so immigrants face inabilities of this market), there is need for immigrants to better adapt and use the possibilities they have. Inability to find work matching their qualifications results in lower skills use and remuneration. Therefore special training programmes for immigrants are recommended.

TRAINING NEEDS

Training programmes for immigrants should be based on their training needs and projected so as to overcome perceived and existing barriers in the most effective way. Therefore the training needs should be evidenced with the special focus on differentiated groups which may be distinguished. For adjusting the trainings for the needs of respondents (immigrants) it is important to realize which trainings are the most preferable by them.

Besides upgrading qualifications, young immigrants perceive personal development as important. The need for development seems to be stronger than average. A professional ability is considered the most fundamental for guaranteeing quick entry into the workforce, along with qualifications awarded that certifies this ability. Immigrants perceive trainings as an important way to overcome barriers they face on the labour market. They are conscious that education is a basic determinant of their success while integration in the host country. Generally, four areas of training needs can be identified (Table 22):

- Vocational training (on the job training)
- Personal abilities, presentation, communication, job searching, language (everyday language and professional language)
- Labour market systems and regulations (evolutions in labour market, national support structures, legal regulations of labour market)
- Business education (starting and developing own business, funds for immigrants to start business)

These training needs are similar to the ones expressed by other young people entering the labour market. However, they are seen differently. Training needs are strongly directed to the areas which may help to overcome barriers they face, most of all lack of social, economic and legal knowledge in terms of living in a foreign country. Besides, language proficiency is considered as the first thing to guarantee a quick introduction into the work market.

Beside achievement of proper qualifications, they look for their certification as a proof of knowledge and skills in the host country as well as securing of work experience, which they perceive as the most difficult to acquire. Moreover immigrants perceive training as lifelong process, as it is the only way to develop career and sustain employment. Beside of upgrading qualifications they perceive personal development important. This necessity of development seems to be more required than average.

Despite of different situation in every country, in relation to soft skills training needs of immigrants are similar in all countries. Young immigrants seems to represent very pragmatic attitude. In their definition of training needs they tend to point out very concrete definite areas. Desired content of courses they articulate are as follows (compare Table 22):

- Dealing with rejection and self-confidence
- Institutions supporting immigrants on the labour market, achieving qualifications in the host country and certification system
- Introduction to system of labour, labour market trends, adjusting to labour market demands
- National diversity and way of communicating
- Self-presentation in the host country and assertiveness
- Where to achieve work experience
- Personal career preparation, CV preparation gaining and sustaining employment, learning the rules and in-group work
- Building up contacts in the area of interest

Based on previous training experiences and education they pursued young immigrants are able to define precisely what they already know and what is the theme they want to get deeper involved. However it should be kept in mind that young people, which have possessed only small piece of knowledge and have indifferent life experience often tend to see only part of reality. For that reason respondents who took part in this research tend to change their mind influenced by moderator or the group members. **Thus, we may conclude training prepared in a way that is interested to young people should face their interest, even if previously not clearly perceived.** Therefore, in some cases it is justifiable to propose training modules, which are perceived as valid by experienced trainers and labour market analysts, especially that requirement of external support is high among immigrants.

Table 22. Training needs of migrants - the cross-reference of findings from different countries

Country	Training needs expressed by migrants
UK	<i>The results of the research illustrate the importance migrants place on the need to develop their skills and abilities to improve their position within the labour market, a need for work experience, also to develop personal career goals and to devise their own curriculum vitae, becoming more focused in what they want to achieve and become more attractive to employers. Overall the table portrays the importance migrants place on developing their personal skills and abilities.</i>
Ireland	<i>The group did identify some generic training needs: 1.more apprenticeship/vocational training; 2.on the job training; 3. confidence and self-esteem support to help deal with rejection and also the additional barriers of being an immigrant.</i>
Poland	<i>The participants felt the need for following trainings 1.CV writing, qualification procedure, interview, self-presentation, etc 2.Labor law knowledge 3.Business plan, starting business, where to get funds 4.How to behave and communicate in state offices 5.Language course 6.Culture training Professional trainings</i>
Italy	<i>1. need to develop their knowledge and skills in relation to evolutions in the Labour market 2. need to develop their knowledge and skills in relation to the legislative framework 3. need to develop their knowledge and skills in relation to the use of information channels and new Information and Communication Technology 4. need to develop their knowledge and skills in relation to team working and effective communication 5. need to develop their knowledge and skills in relation to career marketing</i>
Spain	<i>List of skills and abilities needed for immigrants to improve their position in the labour market: 1.Training towards finding work 2.Adjusting to labour market demands 3.Achieving basic qualifications in the country in order to later secure a job 4. Positive presence and knowing how to be firm, assertive, astute and willing to learn 5. Proficiency in computer programmes 6. Knowledge of technical terminology, even for those speaking the same language</i>

Source: FGI findings

A broadened, aggregated approach towards trainings has been prepared on the basis of the survey results. In terms of respondents, who would definitely participate in trainings the list of most popular trainings is presented in Table 23. According to the survey the most preferred trainings by immigrants are:

- Communication & Social skills (behavioural-cultural misunderstandings)
- Going through qualification procedure, interview, self-presentation, etc.
- Presentation skills
- Career path creating (career orientation & job choice)
- Knowledge of training and vocational education structures & opportunities
- Competition (by other equally skilled candidate workers)

At the same time, immigrants are less excited about training concerning:

- Electronic tools for job search
- Bureaucracy procedures
- Career orientation & job choice

- Accessing information sources
- Teamwork skills (working in a team and communication-understanding with team members)

Table 23. The most preferred trainings by immigrants

Would you like to participate in the trainings offering improvement of following skills and abilities?	Definitely would participate	Rather would participate	Sum
<i>Communication & Social skills (behaviour-cultural misunderstandings)</i>	45%	35%	79%
<i>Going through qualification procedure, interview, self-presentation, etc</i>	46%	31%	78%
<i>Presentation skills</i>	48%	28%	76%
<i>Carrier path creating (career orientation & job choice)</i>	39%	35%	73%
<i>Knowledge of training and vocational education structures & opportunities</i>	45%	26%	72%
<i>Competition (by other equally skilled candidate workers)</i>	37%	34%	71%
<i>CV preparation</i>	41%	29%	70%
<i>Teamwork skills (working in a team and communication-understanding with team members)</i>	40%	29%	69%
<i>Awareness of employment rights and obligations</i>	40%	29%	69%
<i>Career orientation & job choice</i>	34%	34%	68%
<i>Understanding of labour market needs and trends</i>	39%	28%	68%
<i>Accessing information sources</i>	36%	29%	65%
<i>Bureaucracy procedures</i>	39%	26%	65%
<i>Wrong (high/low) expectations</i>	30%	33%	63%
<i>Electronic tools for job search</i>	33%	24%	58%

Source: Questionnaire survey

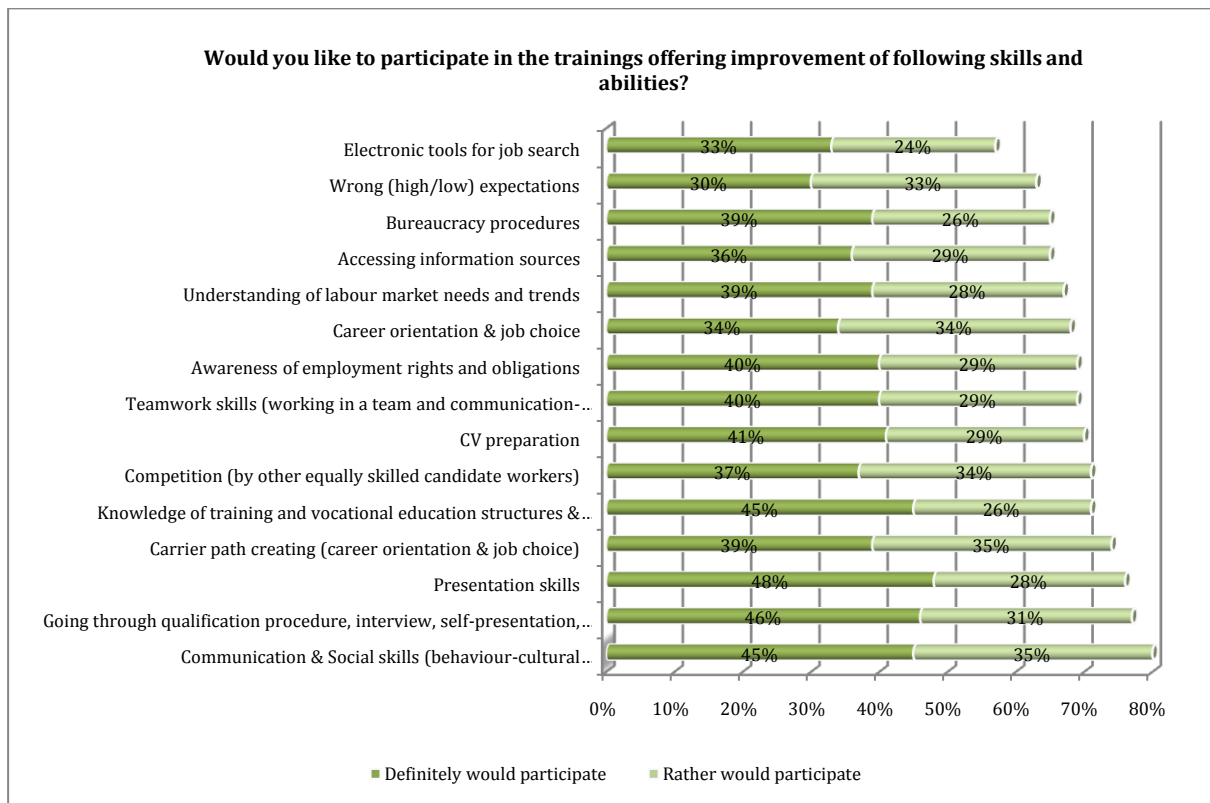


Figure 9. The most preferred trainings by immigrants

Source: Questionnaire survey

The respondents expressed their attitude towards training by claiming that they would or would not like to participate in them. The other option was “I do not know”. It can be explained as either not a good understanding of respondents own needs or as not understanding what the training actually is about. The conclusion can be made that the trainings with the highest number of answers “I do not know” probably need better explanation, as they are not well understood by respondents.

An estimation of the actual demand for trainings should be taken into consideration. Researches widely accept the 90/30 rule⁴. The application of this method to the achieved results indicates that the following trainings will be most widely attended: Presentation skills training (51.38%), Going through qualification procedure, interview, self-presentation, etc. (51.12%) and communication & social skills (behavioural-cultural misunderstandings) (50.61%).

The actual differences between trainings preferences are not significant. The difference between the least preferable and the most preferable trainings is only 21%, which is not a high amount.

The common thing in all countries is the fact, that in each of the researched group of immigrant there are considerable amounts of people, who would like to take some trainings. In most of the cases the most enthusiastic for taking trainings were immigrants in England, while the most sceptical were immigrant in Spain and Poland. Specifically according to Questionnaire Survey results (compare tables in Appendix 3):

- Most of immigrants would definitely or rather would like to participate in training about “Wrong (high/low) expectations”. Depending on the country these are 45-90% of immigrants.
- Most of immigrants would definitely or rather would like to participate in training about “Career orientation & job choice”. Depending on the country these are 56-91% of immigrants.
- Most of immigrants would definitely or rather would like to participate in training about “Understanding of labour market needs and trends”. Depending on the country these are 59-100% of immigrants.
- Most of immigrants would definitely or rather would like to participate in training about “Awareness of employment rights and obligations”. Depending on the country these are 50-100% of immigrants.
- Most of immigrants would definitely or rather would like to participate in training about “Competition (by other equally skilled candidate workers)”. Depending on the country these are 60-95% of immigrants.
- Most of immigrants would definitely or rather would like to participate in training about “Presentation skills”. Depending on the country these are 50-95% of immigrants.
- Most of immigrants would definitely or rather would like to participate in training about “Communication & Social skills (behaviour-cultural misunderstandings)”. Depending on the country these are 64-100% of immigrants.
- Most of immigrants would definitely or rather would like to participate in training about “Teamwork skills (working in a team and communication-understanding with team members)”. Depending on the country these are 50-95% of immigrants.
- Most of immigrants would definitely or rather would like to participate in training about “CV preparation”. Depending on the country these are 59-95% of immigrants.
- Most of immigrants would definitely or rather would like to participate in training about “Knowledge of training and vocational education structures & opportunities”. Depending on the country these are 54-100% of immigrants.

⁴ The 90/30 rule is used to produce a reasonable estimate of the number of people likely to use/buy a product. It is performed while having intention to buy scale. The answer “would definitely use” is multiplied by 0,9, and the answer “probably would use” by 0,3. Then the two figures are added together to produce the number of people who can be reasonably expected to use/buy a product.

- Most of immigrants would definitely or rather would like to participate in training about “Electronic tools for job search”. Depending on the country these are 28-100% of immigrants. The countries where most of immigrants are not interested in participating in this training are Poland (72%) and Ireland (56%)
- Most of immigrants would definitely or rather would like to participate in training about “Bureaucracy procedures”. Depending on the country these are 54-100% of immigrants.
- Most of immigrants would definitely or rather would like to participate in training about “Going through qualification procedure, interview, self-presentation, etc”. Depending on the country these are 50-100% of immigrants.
- Most of immigrants would definitely or rather would like to participate in training about “Carrier path creating (career orientation & job choice)”. Depending on the country these are 58-95% of immigrants.

Most of immigrants would definitely or rather would like to participate in training about “Accessing information sources”. Depending on the country these are 57-100% of immigrants.

The non EU immigrants are more willing to take trainings and courses. This applies especially to: “Teamwork skills (working in a team and communication-understanding with team members)” - 55% of non EU immigrants who definitely would like to participate in this training comparing to 31% of EU immigrants; “Carrier path creating (career orientation & job choice)” - 52% of non EU immigrants who definitely would like to participate in this training comparing to 32% of EU immigrants; “Understanding of labour market needs and trends” - 50% of non EU immigrants who definitely would like to participate in this training comparing to 33% of EU immigrants (compare Tables in Appendix 4).

Some of the trainings are negatively perceived by respondents (in terms of willingness of taking them). The list of most negatively perceived trainings is presented in Table 24.

Table 24. The least preferred trainings by immigrants

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>	<i>Rather not</i>	<i>Definitely not</i>	<i>Sum</i>
<i>Electronic tools for job search</i>	17%	17%	34%
<i>Bureaucracy procedures</i>	15%	12%	27%
<i>Career orientation & job choice</i>	16%	10%	26%
<i>Accessing information sources</i>	15%	11%	26%
<i>Teamwork skills (working in a team and communication-understanding with team members)</i>	19%	7%	26%
<i>Wrong (high/low) expectations</i>	14%	11%	25%
<i>Awareness of employment rights and obligations</i>	16%	8%	24%
<i>Understanding of labour market needs and trends</i>	16%	7%	23%
<i>Knowledge of training and vocational education structures & opportunities</i>	14%	9%	23%
<i>CV preparation</i>	9%	13%	23%
<i>Competition (by other equally skilled candidate workers)</i>	12%	7%	20%
<i>Barrier path creating (career orientation & job choice)</i>	10%	9%	19%
<i>Presentation skills</i>	10%	7%	17%
<i>Communication & Social skills (behaviour-cultural misunderstandings)</i>	9%	7%	16%
<i>Going through qualification procedure, interview, self-presentation, etc</i>	10%	5%	15%

Source: Questionnaire survey

The trainings rejected by most immigrants are not supposed to be treated as unimportant. Even though there is a considerable group of immigrants who do not want such trainings, there still can be many niches for trainings needs, including those perceived as least preferred.

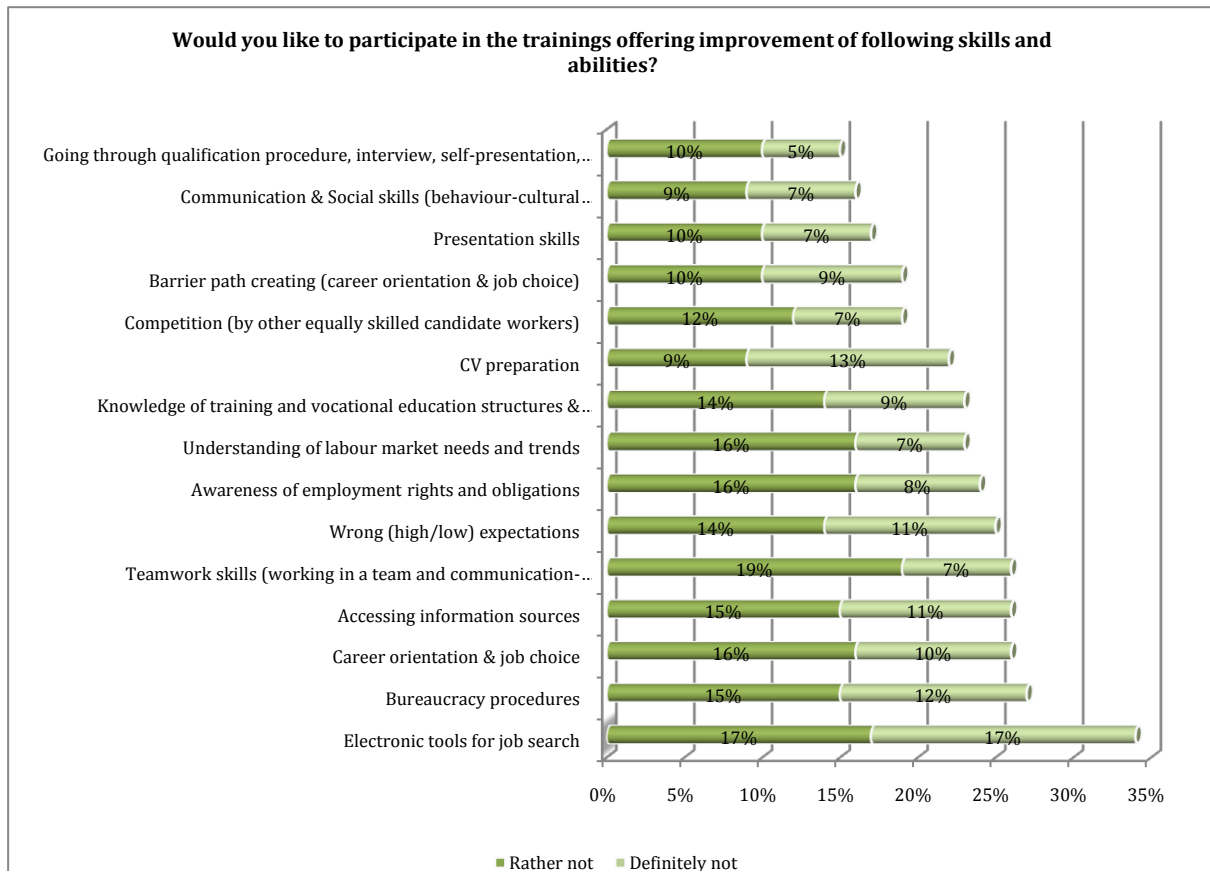


Figure 10. The least preferred trainings by immigrants

Source: Questionnaire survey

Summarizing the willingness to participate in trainings, it should be stated that immigrants generally want to participate in different courses. They have their preferences, but the idea itself about trainings is rather important to them.

The non EU immigrants are more willing to take trainings and courses. This applies especially to: “Teamwork skills (working in a team and communication-understanding with team members)” - 55% of non EU immigrants who definitely would like to participate in this training comparing to 31% of EU immigrants; “Carrier path creating (career orientation & job choice)” - 52% of non EU immigrants who definitely would like to participate in this training comparing to 32% of EU immigrants; “Understanding of labour market needs and trends” - 50% of non EU immigrants who definitely would like to participate in this training comparing to 33% of EU immigrants (Figure 11).

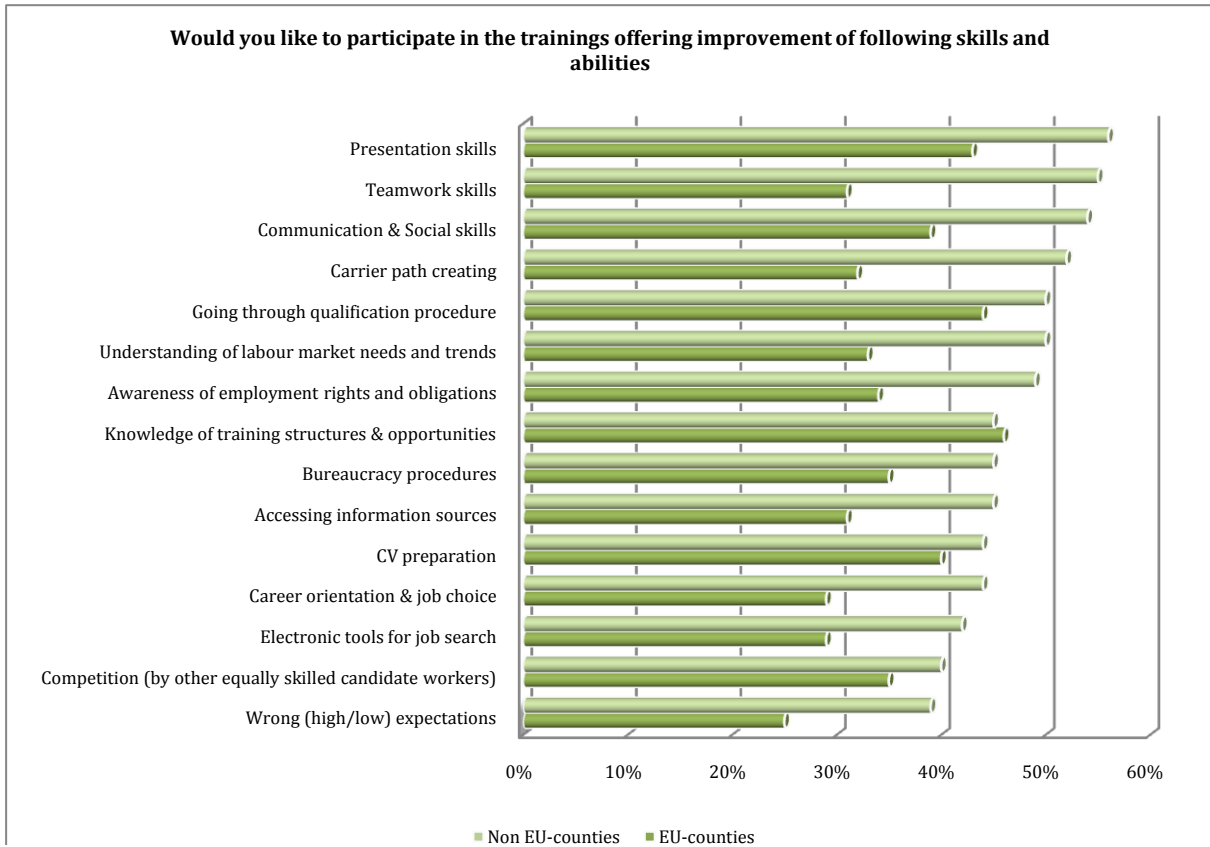


Figure 11. Training courses preferred by immigrants from EU countries and Non EU-countries

Source: Questionnaire survey

TRAINING EXPERIENCES

The researched immigrants have some experience in taking trainings. Most of them have some opinion (positive or negative) on taking trainings; it hardly happens that someone does not have an opinion about taking trainings.

However research findings lead up to conclusion that previous experience with trainings does not significantly influence their willingness for further education. Immigrants have differentiated training experiences. Considering well educated young people, most of them never took part in soft skills courses but is aware of their potential usability in terms of general knowledge gained.

A little bit more than half of the respondents have taken some trainings or courses improving their position on labour market. On the other hand almost half of them have never taken any trainings (compare Table 25).

Table 25. Training experiences of immigrants

<i>Have you ever taken trainings or courses improving your position on labour market?</i>	<i>Frequency</i>	<i>Percent</i>
<i>yes</i>	<i>102</i>	<i>55%</i>
<i>no</i>	<i>84</i>	<i>45%</i>

Source: Questionnaire Survey

Immigrants researched represented different education background as well as economic conditions and life styles, however independent on host country they lived in, they have identified key reasons why immigrants may not access existing training opportunities as compared in Table 26. These are:

- inability to attend due to work obligations or family duties
- cost of trainings, which is not available for them
- language skills/requirements
- distance of training centre
- availability for non-citizens
- lack of confidence due to level of qualification

The most important perceived obstacle to participating in trainings is lack of time caused by family duties and work requirements. Moreover, it seems that cost is one of the basic criterion that may prevent and encourage young immigrants to take training. In some cases important role plays the citizenship requirement to access some training as well as level of language skills required. Besides not understanding the education system seems to be of high importance.

Table 26. Reasons for not undertaking training – a cross-reference study from different countries

<i>Countries</i>	<i>Perception of training opportunities</i>
UK	<i>One of the factors was the lack of access to training. Migrants did not know where to access training. They also expressed that they were unaware of what training was available. Other imposing factors discussed were: cost, no immediate income, if the course was full time, not understanding the education system, family constraints, fear of feeling left out, lack of resources, and lack of guidance from employers or other government institutions. Overall, the research recognises the need for training among migrants, but ultimately they do not know where to access training. They expressed many reasons that prevented them from under taking training, the most influential being, cost, access, discrimination and fear.</i>
Ireland	<i>Participants listed a number of reasons that immigrants (and themselves) could not undertake training: cost, accessible location of the training centre, English language, training requirements/criteria, lack of confidence.</i>
Poland	<i>Many reasons why immigrants do not take trainings were presented: bureaucracy, lack of time “when you take trainings you do not work so you have no money to get by”, lack of money, all the paperwork, lack of knowledge, not fitting in the target group particular training, employers do not know about the trainings for their employees</i>

Italy	<i>Immigrants discovered the need to innovate training offered, involving immigrants in blended learning, to autonomously manage training courses and overcome problem of attending courses that are difficult to reconcile with work commitment. The management rarely involves immigrants working in companies in internal training processes and does not allow them to choose the courses that they feel are most suitable for them.</i>
Spain	<i>NOT undertaking training is NOT part of their intended plan, given that training provides the only opportunity in the current legal and economic context to achieve their goal: to stay in Spain. They see no reason not to undertake training and education considering that this is how work is secured.</i>

Source: FGI findings

Analysing training experiences it is valuable to present the differences between those who have and have not taken trainings. The attempt has been made in order to select and compare those respondents who have taken and have not taken trainings. The idea of presenting data was to show the main differences between this group and the average respondents.

As it is shown in Table 27, it may be supposed that immigrants who used to take trainings are more mobile and are not so much afraid to move to another host country, being not their country of origin. It may indicate that they are more self-aware, more bold, more mobile and willing to take a risk of trying something new. On the other hand most of immigrants from this group declare their wish to stay in the country they live now. It means that after trainings they took they are more assimilated with society they live in.

Table 27. Intention of future behaviour in relation to trainings

<i>Do you intend to change the country and go to another one, or do you intend to stay in this country?</i>	<i>Immigrants who have taken training before</i>		<i>Immigrants who have not taken training before</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>I intend to leave to another country</i>	34	34%	22	26%
<i>I intend to stay in this country</i>	67	66%	62	74%

Source: Questionnaire Survey

There is not a statistically valid relation between immigrants who have and have not taken trainings and their employment. It may indicate that the trainings they had have not actually helped them in getting a job. It proves the need to create new, more result oriented trainings, as old ones seem not to work.

Table 28. Comprehension of taking trainings and possessing a job

<i>Do you have a job right now?</i>	<i>Immigrants who have taken training before</i>		<i>Immigrants who have not taken training before</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes, regular full time</i>	46	46%	38	45%
<i>Yes, regular part time</i>	14	14%	17	20%
<i>Yes, casual</i>	10	10%	5	6%
<i>No, I do not have a job</i>	31	31%	24	29%

Source: Questionnaire Survey

There is a relation between immigrants who have and have not taken trainings and their satisfaction from their job. Those who have taken trainings before are twice more fully satisfied from their job than those, who have not taken trainings before. It indicates that even though the trainings may not have helped them in finding new job, the trainings committed to bigger satisfaction (Table 29, Figure 12).

Table 29. Comprehension of satisfaction from job and taking trainings

<i>Are you satisfied by your current job?</i>	<i>Immigrants who have taken training before</i>		<i>Immigrants who have not taken training before</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes, fully</i>	29	41%	12	19%
<i>Yes, partially</i>	23	32%	33	53%
<i>No</i>	19	27%	17	27%

Source: Questionnaire Survey

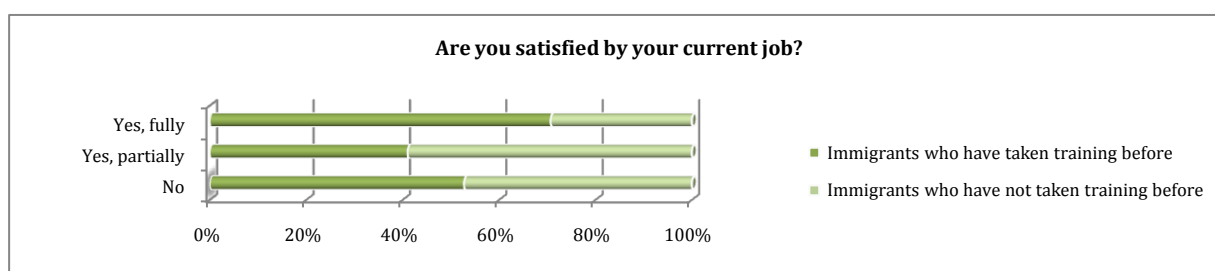


Figure 12. Comprehension of satisfaction from job and taking trainings

Source: Questionnaire Survey

There is a relation between immigrants who have and have not taken trainings and their job correspondence to their education level. Those who have taken trainings before much more often claim, that their job is fully corresponding to their education level (Table 30, Figure 13).

Table 30. Comprehension of correspondence of job to the education level and taking trainings

<i>Is your job or the last job you had, corresponding with your education level?</i>	<i>Immigrants who have taken training before</i>		<i>Immigrants who have not taken training before</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes, fully</i>	30	42%	15	25%
<i>Yes, partially</i>	16	22%	17	28%
<i>No</i>	26	36%	29	48%

Source: Questionnaire Survey

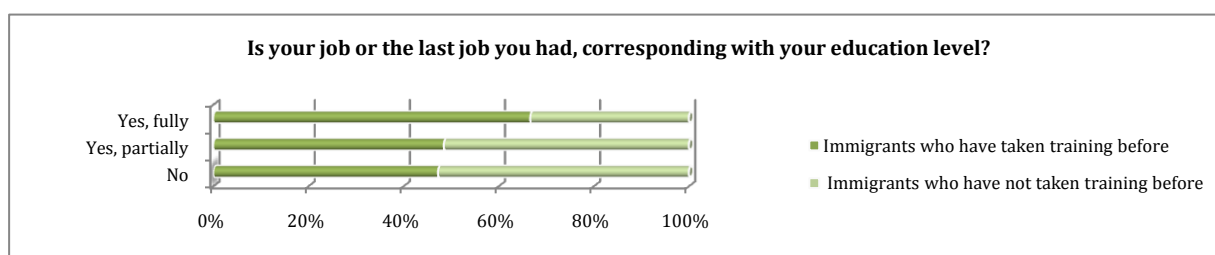


Figure 13. Comprehension of correspondence of job to the education level and taking trainings

Source: Questionnaire Survey

There is a relation between immigrants who have and have not taken trainings and their optimism level concerning their job plans. Those who have taken trainings before are much more often convinced that their plans are realistic (Table 31, Figure 14).

Table 31. Comprehension of employment expectations

<i>Do you think that the job you would like to have is a realistic expectation?</i>	<i>Immigrants who have taken training before</i>		<i>Immigrants who have not taken training before</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
Yes	67	66%	46	55%
No	12	12%	8	10%
I don't know	23	23%	29	35%

Source: Questionnaire Survey

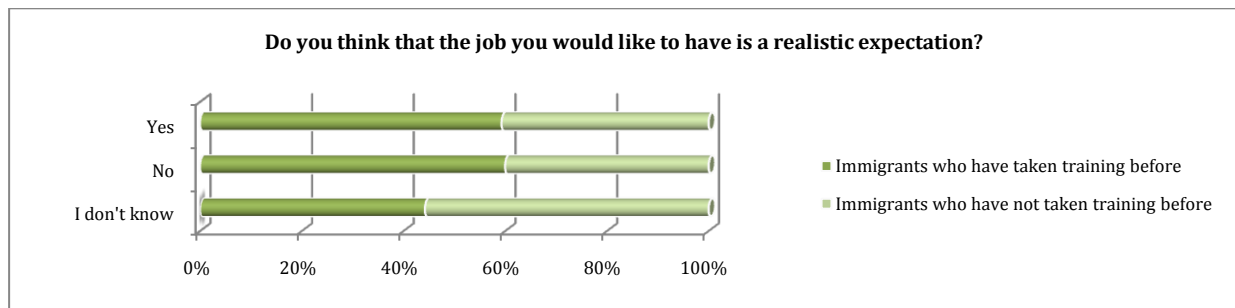


Figure 14. Comprehension of employment expectations

Source: Questionnaire Survey

There is not any statistically valid relation between immigrants who have and have not taken trainings and the time they can spend on trainings. It may indicate that the time available for training is less related to the satisfaction level and more related to other barriers (such as work, home responsibilities, etc).

Table 32. Comprehension of time for trainings declarations and taking trainings

<i>How much can you spend on improving your job qualifications?</i>	<i>Immigrants who have taken training before</i>		<i>Immigrants who have not taken training before</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
1 month	16	16%	13	15%
2 months	14	14%	12	14%
6 months	31	30%	21	25%
12 months	17	17%	18	21%
2 years	5	5%	5	6%
3 years	4	4%	3	4%
more than 3 years	15	15%	12	14%

Source: Questionnaire Survey

There is not a statistically valid relation between immigrants who have and have not taken trainings and the amount of hours a day that can be spend on trainings. It may indicate that the time available for training is less related to the satisfaction level and more related to other barriers (such as work, home responsibilities, etc).

Table 33. Comprehension of day-time for trainings declarations and taking trainings

<i>How many hours during a day can you spend on course or trainings improving your job qualifications?</i>	<i>Immigrants who have taken training before</i>		<i>Immigrants who have not taken training before</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>1 hour</i>	12	12%	10	12%
<i>up to 2 hours</i>	36	35%	27	32%
<i>up to 3 hours</i>	33	32%	28	33%
<i>up to 5 hours</i>	11	11%	8	10%
<i>up to 8 hours</i>	8	8%	6	7%
<i>more than 8 hours</i>	2	2%	5	6%

Source: Questionnaire survey

There is a very strong relation between immigrants who have and have not taken trainings and their knowledge where to find information about trainings. Those who have taken trainings before are much more often better informed about trainings possibilities information.

Table 34. Comprehension trainings and courses awareness and taking trainings – finding information

<i>Do you know where to find information about trainings and courses?</i>	<i>Immigrants who have taken training before</i>		<i>Immigrants who have not taken training before</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>yes</i>	80	78%	33	39%
<i>no</i>	22	22%	51	61%

Source: Questionnaire survey

There is a very strong relation between immigrants who have and have not taken trainings and their knowledge where to take trainings. Those who have taken trainings before are much more often better informed about taking trainings possibilities.

Table 35. Comprehension trainings and courses awareness and taking trainings – taking training

<i>Do you know where to take trainings and courses?</i>	<i>Immigrants who have taken training before</i>		<i>Immigrants who have not taken training before</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes</i>	78	76%	28	33%
<i>No</i>	24	24%	56	67%

Source: Questionnaire survey

There is a very strong relation between immigrants who have and have not taken trainings and their familiarity with on line trainings or courses. Those who have taken trainings before are much more often more familiar with them.

Table 36. Comprehension of familiarity with on line training tools and taking trainings

<i>Are you familiar with on line training and courses through computer?</i>	<i>Immigrants who have taken training before</i>		<i>Immigrants who have not taken training before</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>yes</i>	69	68%	30	36%
<i>no</i>	33	32%	54	64%

Source: Questionnaire survey

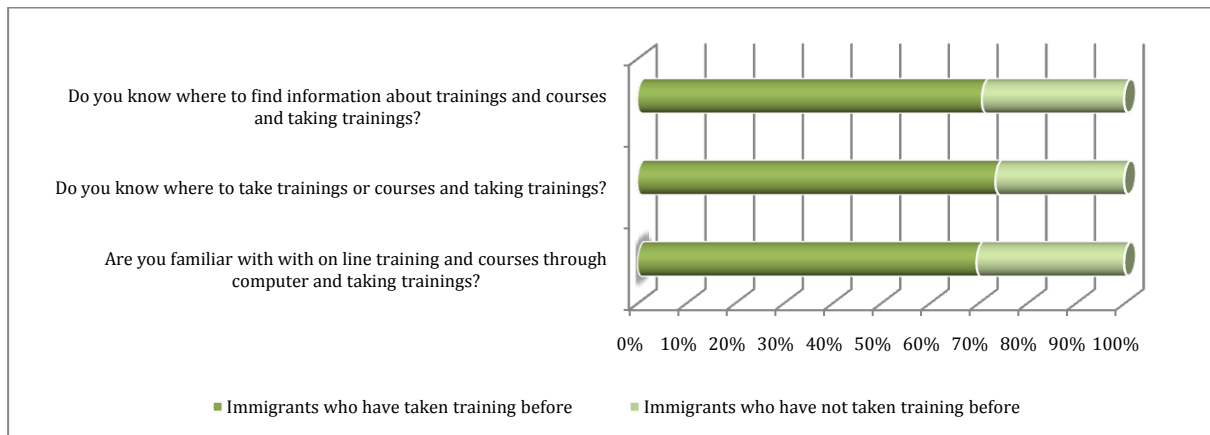


Figure 15. Comprehension trainings and courses awareness and taking trainings

Source: Questionnaire survey

There is not a statistically valid relation between immigrants who have and have not taken trainings and the preferred form of trainings (Table 37).

Table 37. Comprehension of the most suitable form of training and taking trainings

<i>What is the most suitable form of training for you?</i>	<i>Immigrants who have taken training before</i>		<i>Immigrants who have not taken training before</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Traditional lectures and exercises</i>	47	25%	37	26%
<i>Trainings and workshops</i>	57	31%	39	27%
<i>Blended learning (partially traditional lectures and exercises; partially e-learning)</i>	35	19%	34	24%
<i>Trainings via internet (e-learning)</i>	41	22%	23	16%
<i>Postal courses</i>	3	2%	6	4%
<i>I do not know</i>	2	1%	4	3%

Source: Questionnaire survey

The research results indicate that the higher the education level, the higher proportion of those who have taking trainings before (Table 38).

Table 38. Comprehension of completed education and taking trainings

<i>What s the highest level of education you have completed?</i>	<i>Immigrants who have taken training before</i>		<i>Immigrants who have not taken training before</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Elementary or less</i>	1	1%	2	2%
<i>Basic vocational education (not a University education)</i>	14	13%	17	19%
<i>High School</i>	35	33%	34	39%
<i>Bachelor Degree</i>	23	21%	11	13%
<i>Master Degree or higher</i>	29	27%	20	23%

Source: Questionnaire survey

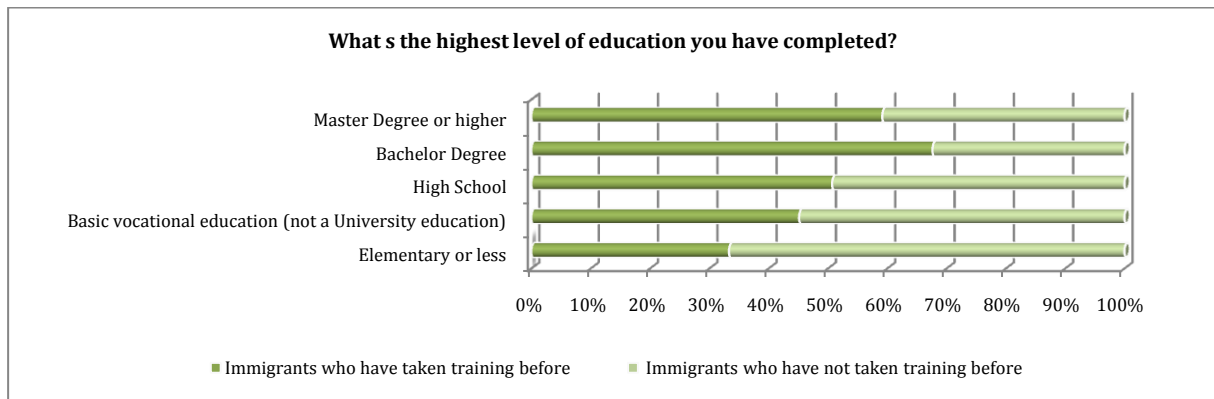


Figure 16. Comprehension of completed education and taking trainings

Source: Questionnaire survey

There is not a statistically valid relation between immigrants who have and have not taken trainings and their country of origin (Table 39).

Table 39. Comprehension of country of origin and taking trainings

<i>What is your country of origin?</i>	<i>Immigrants who have taken training before</i>		<i>Immigrants who have not taken training before</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>the 15 old EU Countries</i>	9	9%	12	14%
<i>the 12 new EU Countries</i>	59	58%	41	49%
<i>non EU European country</i>	3	3%	8	10%
<i>non European country</i>	31	30%	23	27%

Source: Questionnaire survey

DECISIONS ON UNDERTAKING TRAININGS

What seems to be surprising and unexpected is the fact that immigrants express willingness to participate in trainings. Immigrants perceive training as a lifelong process, as it is the only way to develop career and sustain employment. It was anticipated in FGI and confirmed by the Questionnaire Survey. In relation to training areas listed in Table 5, 69% of immigrants want at least one training, and almost a half of the respondents (47%) wants to take at least 5 courses. The group which does not want to take any trainings at all consists of 31% of respondents (Table 40).

Table 40. Willingness of participation in trainings

<i>Willingness of participation in trainings</i>	<i>Frequency</i>	<i>Percent</i>
<i>There are no trainings I would definitely like to participate in</i>	57	31%
<i>There is only one training I would definitely like to participate in</i>	14	8%
<i>There are 2-4 trainings I would definitely like to participate in</i>	26	14%
<i>There are 5-9 trainings I would definitely like to participate in</i>	34	18%
<i>There are 10-14 trainings I would definitely like to participate in</i>	34	18%
<i>I would definitely like to participate in all 16 trainings</i>	21	11%

Source: Questionnaire survey

As findings from Focus Group Interview indicate, even though immigrants show interest in trainings, this interest should be treated as a wish, not necessarily as an action promise. This fact has to be taken into account when analyzing decisions on trainings. Moreover, an explicit conclusion from the research is that previous training experience does not significantly influence willingness to engage in further education.

Most important characteristics of training to be attractive for immigrants are as follows (as compared in Table 41):

- Benefits must be adequate to time and money invested
- Certification of knowledge and skills gained
- Training must be consistent with their interests
- Availability and flexibility

Efficient cost-benefit ratio in relation to amount of money and time devoted is one of the basic prerequisite of well addressed training. Training must enable them to get a job as soon as possible. According to FGI participants in relation to money training is calculated like an investment, the more benefits it gives, the more they are willing to pay for that. However it concerns rather small amounts of money, as high cost of training is the essential reason for resigning from it. Cost is an important factor, especially because there are no immediate income to be gained. Interviewed immigrants were strongly motivated to attend training as long as it was viable and met their career development needs.

Certificates signed by local institutions are of great value for migrants, who need confirmation of their skills when applying for the job. **Assuming this and perception of benefits, widening of awareness of personal training programmes for immigrants among local employers could be very strong incentive for foreigners to go through the training and pass the final exam and thus to get a certificate comparing particular person to others, i.e. average, best, etc.** Employers would benefit from higher certainty about knowledge and consciousness of particular candidate to become an employee in such areas as local culture, labour market legislation, etc.

Availability and flexibility is the answer for time constraints defined by immigrants. Wide availability as well as high flexibility may be ensured when employing e-learning as the delivery tool for training. However e-learning is not a favoured option. Main reasons for that are: lack of motivation for hard work as well as lots of distractions during studying at home (eg. children, friends). Besides, even though e-learning allow great flexibility, it does not allow real interaction between students and teachers and it may also isolate them, which immigrants try to avoid. Instead, blended learning is welcomed with greater enthusiasm. Blended learning connecting both e-learning and classroom based learning would provide with flexibility, accessibility, social networking, integration and platform to discuss issues and problems they may have.

Table 41. How immigrants decide on training to undertake

Country	Reasons for undertaking trainings
UK	<i>Reasons recognised: time, cost, family responsibilities, will the training provide with the essential skills needed, location of the training, accessibility, pace of the training and interest. Majority of the participants felt very strongly about the length and cost of the training.</i>
Ireland	<i>The three most important factors for them in choosing specific training are: career path, an interest in the particular subject, an enjoyment of the particular subject.</i>
Poland	<i>The most important factor is direct relation to professional development that will directly results in material benefits at work, certificates given after completing the trainings, time, money.</i>
Italy	<i>No answer</i>
Spain	<i>Three main aspects considered: whether participation makes finding a job easier, whether the training is free, whether the training is short and available as e-learning course.</i>

Source: FGI results

By choosing between trainings immigrants consider not only core product (training with defined programme), but augmented product⁵ as well, like interactions with trainer during and after the course, materials given to students at training. These should also be remembered as important to being provided. **Some specific services related to core training product as such should be defined**, like for example well information about training before getting involve.

Sources of information are dependent on national structures within countries, which seems to be perceived as useful and valuable, only if national offices are sufficiently developed. They also look for help in Internet and within social groups they belong (friends, family). That directly define the delivery channels for training which should be employed to address the offer.

Table 42. How migrants identify their training needs

Country	Sources of information about trainings
UK	<i>Majority of participants believed they came to a realization for the need for training themselves. Also friends already in training helped advise them on what training to pursue.</i>
Ireland	<i>Focus group participants sourced most of their information about training and options from the internet, from word of mouth and from FAS, the state employment and training agency.</i>
Poland	<i>The mentioned sources of information about trainings were rather limited: friends, family and other people they know and state offices, but also: announcements, web pages, press ads, smses from labour office, e-mails, media, etc.) .</i>
Italy	<i>One aspect that was highlighted by immigrants interviewed was the lack of an observatory that codes both competences expected by the local productive system and competences offered by people, in order to facilitate matching and thus contribute to the insertion and/or mobility process in local, economic, productive contexts.</i>
Spain	<i>Participants highlighted several information sources about training: national and non-governmental organisation dedicated to the social acceptance and integration of immigrant people in the region (Cantabria Acoge, Townhalls), employment services, Internet, friends, centres for Adult Education</i>

Source: FGI results

⁵ According do classification of product by Ph. Kotler

Consequently to their training needs declaration, young immigrants are in general willing to spend time for trainings (compare Table 43 and Table 17). 58% of them would agree for 6 months of trainings. However, they expect immediate benefits. They are ready to devote more time for training (1-3 years) only if the results they achieve are adequate. For personal development trainings not longer than 6 months are recommended.

Table 43. Amount of time that can be spend on improving job qualifications

<i>How much time can you spend on improving your job qualifications (in months)?</i>	<i>Frequency</i>	<i>Percent</i>
1 month	29	16%
2 months	26	14%
6 months	52	28%
12 months	35	19%
2 years	10	5%
3 years	7	4%
more than 3 years	27	15%

Source: Questionnaire survey

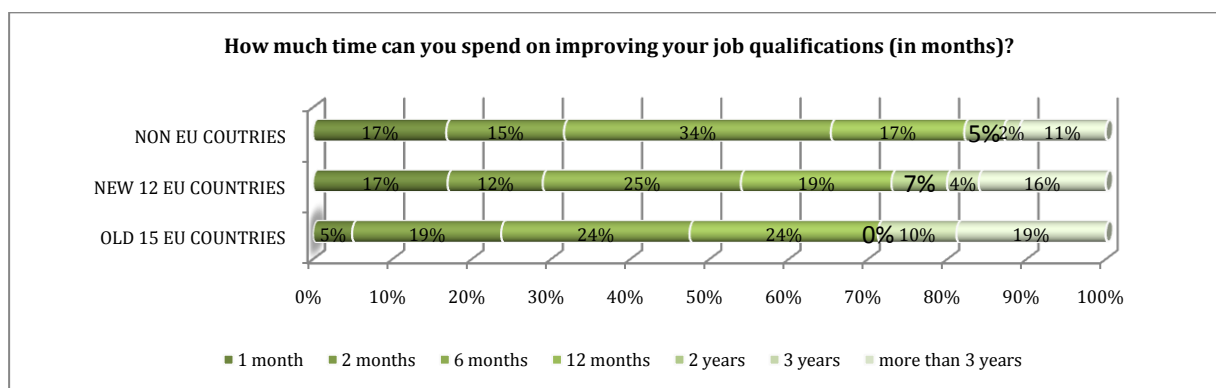


Figure 17. Amount of time that can be spend on improving job qualifications depending on source country

Source: Questionnaire survey

Because of the number of responsibilities of people living abroad in terms of earning money and family care, immigrants are unable to devote much time during the day for training. 88% would spend 2 hours a day on trainings. They are however not willing to spend half a day or a whole day for trainings: only 22% would agree for half-day training and 4% for whole-day training (Table 44). This fact speaks in favour of blended learning, which offers more time flexibility than other forms of trainings.

Table 44. Amount of hours during a day that can be spend on improving job qualifications

<i>How many hours during a day can you spend on courses or trainings improving your job qualifications (in hours)?</i>	<i>Frequency</i>	<i>Percent</i>
1 hour	22	12%
up to 2 hours	63	34%
up to 3 hours	61	33%
up to 5 hours	19	10%
up to 8 hours	14	8%
more than 8 hours	7	4%

Source: Questionnaire survey

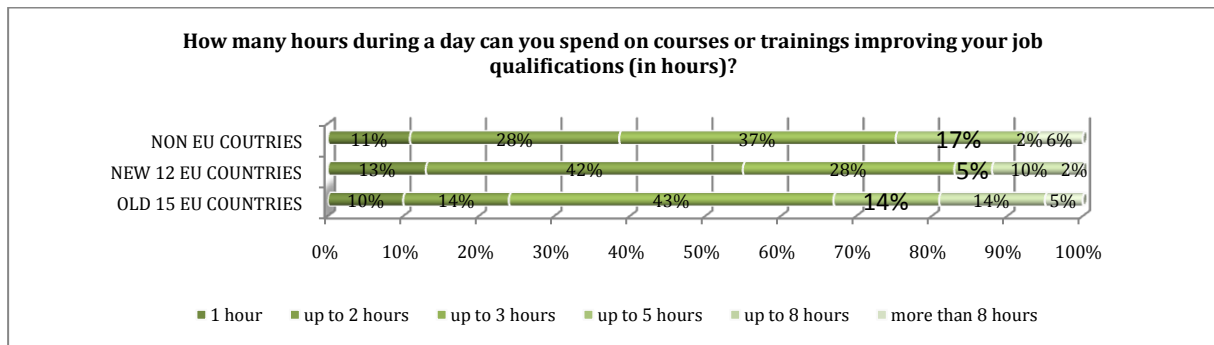


Figure 18. Amount of time that can be spend on improving job qualifications depending on source country

Source: Questionnaire survey

There is a considerable group (39% of respondents) that does not know where to find information about trainings and courses. Unless a good communication system is delivered, those are the people that may have the need of taking trainings, but may be missed in the campaign.

Table 45. Trainings awareness – finding information

<i>Do you know where to find information about trainings and courses?</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes</i>	113	61%
<i>No</i>	73	39%

Source: Questionnaire survey

The non EU immigrants are slightly better informed where to take a trainings. They slightly more often took part in trainings or courses improving their position on labour market and they are better informed about trainings and courses. They are also a bit more familiar with online courses. The knowledge about finding information about training and courses varies among immigrants in different countries (compare table below). While most of immigrants in Ireland and Spain know where to take trainings or courses, most of immigrants in England, Italy and Poland do not know that (compare Figure 19).

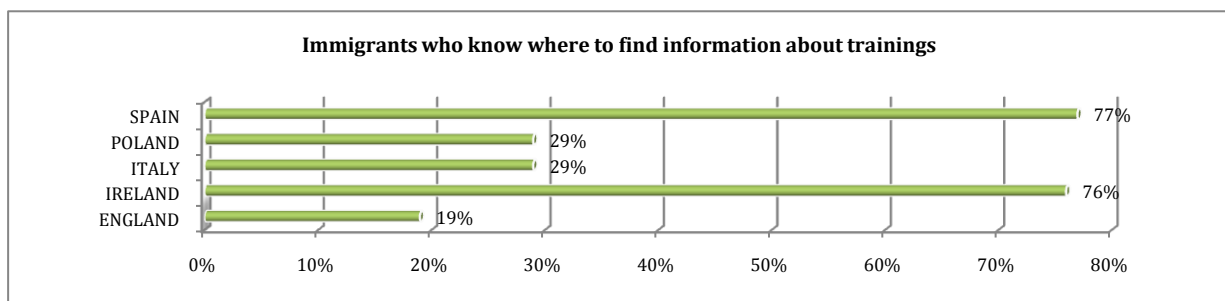


Figure 19. Immigrants who know where to find information about trainings depending on host country

Source: Questionnaire survey

There is a considerable group (39% of respondents) that does not know where to take trainings at all. Unless a good communication system is delivered, those are the people that may have the need of taking trainings, but may be missed in the campaign (Table 46).

Table 46. Trainings awareness – taking trainings

<i>Do you know where to take trainings and courses?</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes</i>	<i>106</i>	<i>57%</i>
<i>No</i>	<i>80</i>	<i>43%</i>

Source: Questionnaire survey

Even though almost half of the respondents claims unfamiliarity with online trainings or courses, as the target group consists of rather young people, this should not be perceived as an important barrier (Table 47).

Table 47. Familiarity with on line training tools

<i>Are you familiar with on line training and courses through computer?</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes</i>	<i>99</i>	<i>53%</i>
<i>No</i>	<i>87</i>	<i>47%</i>

Source: Questionnaire survey

When adding together the blended learning and e-learning answers, the amount of 41% respondents is achieved. These are the people who prefer some sorts of online trainings (Table 48).

Table 48. The most suitable form of training

<i>What is the most suitable form of training for you?</i>	<i>Frequency</i>	<i>Percent</i>
<i>Traditional lectures and exercises</i>	<i>84</i>	<i>26%</i>
<i>Trainings and workshops</i>	<i>96</i>	<i>29%</i>
<i>Blended learning (partially traditional lectures and exercises; partially e-learning)</i>	<i>69</i>	<i>21%</i>
<i>Trainings via internet (e-learning)</i>	<i>64</i>	<i>20%</i>
<i>Postal courses</i>	<i>9</i>	<i>3%</i>
<i>I do not know</i>	<i>6</i>	<i>2%</i>

*Respondents could choose more than one answer, therefore the percentages do not sum into 100%

Source: Questionnaire survey

SEGMENTS FOR TRAINING PROGRAMMES

Several segments for training participation has been distinguished on the basis of data gathered. They reflect specific characteristics of groups which are potentially receivers of proposed training courses. The indication of “client” segments is used to better address the content of courses as well as the way how they will be delivered.

Segment 1: Immigrants who want to take trainings

During the FGI one of the findings pointed towards using the willingness to take soft skills trainings as a factor for segmentation. We should admit the fact that some of immigrants do not want to take such trainings no matter the quality of them. On the other hand there exists the need for soft skills trainings among some immigrants so there is actual demand for such trainings. Having this in mind the attempt has been made in order to select those respondents who are willing to take trainings. In this analysis only those respondents who want to take trainings (regardless of which ones) are analyzed.

Conclusions concerning this segment:

There is a group, rather significant considering their number (68 people out of 186 – 37%), which definitely wants to take trainings, even regardless the subject. **They are the first segment the trainings can be targeted to.** The basic characteristic of the group is as follows: they are less satisfied with their current job than average and more often believe that their job is not corresponding to their level of education. They more often than average met difficulties on labour market. They have less knowledge than average about where to find information about trainings.

What seems to be the case in this group is the need for well targeted information. The message should stress the possibility of possessing better, more suitable for education jobs after completing the training, which will provide more satisfaction.

In general, one can state that there is a good market and a real need for trainings: more than 1/3 of respondents who claim that they definitely want to take some training.

Main tables presenting differences between immigrants who want to take trainings and average respondent

This group is less satisfied with their job than average respondent (compare Table 49)

Table 49. Comprehension of job satisfaction between all respondents and the group who wants to take trainings

Are you satisfied by your current job?	ALL RESPONDENTS		RESPONDENTS WHO WANT TO TAKE TRAININGS	
	Frequency	Percent	Frequency	Percent
Yes, fully	41	31%	10	19%
Yes, partially	56	42%	24	46%
No	36	27%	18	35%

Source: Questionnaire survey

This group believes that their current job is less corresponding to their education level (compare Table 50).

Table 50. Comprehension of job correspondence to the education level between all respondents and the group who wants to take trainings

Is your job or the last job you had, corresponding to your education level?	ALL RESPONDENTS		RESPONDENTS WHO WANT TO TAKE TRAININGS	
	Frequency	Percent	Frequency	Percent
Yes, fully	45	34%	13	25%
Yes, partially	33	25%	14	27%
No	55	41%	24	47%

Source: Questionnaire survey

This group has a bit less often taken trainings before than average respondents, they are worse informed about trainings and are not familiar with on-line trainings (which does not mean they do not want to take one; they just have not tried it yet) – compare Table 51.

Table 51. Comprehension of various factors concerning trainings perception between all respondents and the group who wants to take trainings

Have you ever taken trainings or courses improving your position on labour market?	ALL RESPONDENTS		RESPONDENTS WHO WANT TO TAKE TRAININGS	
	Frequency	Percent	Frequency	Percent
Yes	102	55%	32	47%
No	84	45%	36	53%

Do you know where to find information about trainings and courses?	ALL RESPONDENTS		RESPONDENTS WHO WANT TO TAKE TRAININGS	
	Frequency	Percent	Frequency	Percent
yes	113	61%	33	49%
no	73	39%	35	51%

Do you know where to take training or a course?	ALL RESPONDENTS		RESPONDENTS WHO WANT TO TAKE TRAININGS	
	Frequency	Percent	Frequency	Percent
yes	106	57%	30	44%
no	80	43%	38	56%

Are you familiar with on line training and courses through computer?	ALL RESPONDENTS		RESPONDENTS WHO WANT TO TAKE TRAININGS	
	Frequency	Percent	Frequency	Percent
yes	99	53%	27	40%
no	87	47%	41	60%

Source: Questionnaire survey

Segment 2: Immigrants who do not want to participate in trainings

As opposite to those immigrants who want to take trainings, the segment that is not willing to take trainings has been analysed. The attempt has been made in order to select those respondents **who are not willing to take trainings**. In this analysis only those respondents who do not want to take trainings (regardless of which ones) are analyzed.

Conclusions concerning this segment

The segment which does not want to take trainings is relatively very small (6% of the total group). They possess a good job and they are satisfied with their jobs. They are usually young and well educated. They more often than rest of the group have taken trainings before, and are well-oriented about where to find and take trainings. They have at least high school diploma and most of them is less than 30 years old. When asked about meeting perceived barriers, the most popular answers

were “never”, which is in opposite to the general researched population. **In other words they do not struggle on the labour market, which makes them no target for the trainings.**

The most important conclusion drawn from this analysis is the fact that they constitute only 6% of the total population. In other words 94% of the research group wants to or considers taking some training.

Main tables presenting differences between immigrants who do not want to take trainings and average respondent

This group does either does have a regular full time job, or no job at all (Table 52)

Table 52. Comprehension of job status between all respondents and the group who does not want to take trainings

<i>Do you have a job right now?</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO DO NOT WANT TO TAKE TRAININGS</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes, regular full time</i>	84	45%	8	73%
<i>Yes, regular part time</i>	31	17%	0	0%
<i>Yes, casual</i>	15	8%	0	0%
<i>No, I do not have a job</i>	55	30%	3	27%

Source: Questionnaire survey

This group is rather satisfied with their job (Table 53).

Table 53. Comprehension of job satisfaction between all respondents and the group who does not want to take trainings

<i>Are you satisfied by your current job?</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO DO NOT WANT TO TAKE TRAININGS</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes, fully</i>	41	31%	6	75%
<i>Yes, partially</i>	56	42%	2	25%
<i>No</i>	36	27%	0	0%

Source: Questionnaire survey

What is more, most of this group believe that their job is corresponding to their education level (Table 54).

Table 54. Comprehension of job correspondence to the education level between all respondents and the group who does not want to take trainings

<i>Is your job or the last job you had, corresponding to your education level?</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO DO NOT WANT TO TAKE TRAININGS</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes, fully</i>	45	34%	5	63%
<i>Yes, partially</i>	33	25%	0	0%
<i>No</i>	55	41%	3	38%

Source: Questionnaire survey

Segment 3: Immigrants who do not have a job

An important issue in taking the trainings from the immigrant point of view is the matter of time that has to be spent on trainings. We may hypothesise that not having a job may result in at least two effects: such immigrants are more willing to take trainings and they have more time for trainings. The attempt has been made in order to select those respondents **who do not have a job at all**.

Conclusions concerning this segment

The segment consists of 55 persons, which means 30% of the total group (186 persons). Surprisingly, among this group no stronger perception of barriers on labour market can be observed. What is more, among this group no stronger willingness for training can be observed (with the exception of teamwork skills: 78% comparing to 69% average and Electronic tools for job search: 64% comparing to 58% averages). On the other hand, they do not want trainings less than average.

What seems to be the case in this group is the action aimed at realization of the importance of training. The message should stress the possibility of getting a good job after completing the training.

General conclusion about this segment: Not having a job seems not to be a strong enough motivator for taking trainings. Some other aspects have to be taken into consideration. This is however an important segment for trainings.

Main tables presenting differences between immigrants who do not have a job and average respondent

This group less often than average came for economical reasons and more often for family reasons (Table 55). It may indicate that some of them are not willing to have a job at all (as they e.g. stay at home) – compare Table 56. This is however the case of maximally 31% of the group.

Table 55. Comprehension of reason for immigration between all respondents and the group who does not have a job

What were the reasons of immigration from your country of origin?	ALL RESPONDENTS		RESPONDENTS WHO DO NOT HAVE A JOB	
	Frequency	Percent	Frequency	Percent
Political	30	12%	14	18%
Economical (money)	113	45%	30	38%
Family	37	15%	17	22%
Repatriation	0	0%	0	0%
Religion	4	2%	2	3%
Educational	45	18%	10	13%
Other	23	9%	6	8%

Source: Questionnaire survey

Table 56. Comprehension of migration company between all respondents and the group who does not have a job

Have you come alone or with your family?	ALL RESPONDENTS		RESPONDENTS WHO DO NOT HAVE A JOB	
	Frequency	Percent	Frequency	Percent
I have come alone	107	58%	38	69%
I have come with my wife/husband/partner	55	30%	7	13%
I have come with my family (wife/husband/partner and children)	23	12%	10	18%

Source: Questionnaire survey

As for the barriers on the labour market this group in most cases does not differ significantly from the average population (though usually their answers are few percent more for “often” and “sometimes” options). The one significant difference is the barrier named as Teamwork skills (working in a team and communication-understanding with team members) – Table 57.

Table 57. Comprehension of employment barrier perception between all respondents and the group does not have a job

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>				
<i>Teamwork skills (working in a team and communication-understanding with team members)</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO DO NOT HAVE A JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Often</i>	39	22%	19	36%
<i>Sometimes</i>	37	21%	11	21%
<i>Rarely</i>	46	26%	6	11%
<i>Never</i>	57	32%	17	32%

Source: Questionnaire survey

Considering the training needs the group in most cases does not differ significantly from the average population. The two noticeable differences are: the group more often than average wants to take part in training from teamwork skills (78% comparing to 69% average) and Electronic tools for job search (64% comparing to 58% average) – Table 58.

Table 58. Comprehension of training needs between all respondents and the group who does not have a job

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>				
<i>Teamwork skills (working in a team and communication-understanding with team members)</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO DO NOT HAVE A JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	72	40%	27	50%
<i>Rather yes</i>	53	29%	15	28%
<i>Rather not</i>	34	19%	7	13%
<i>Definitely not</i>	12	7%	2	4%
<i>I do not know</i>	9	5%	3	6%

<i>Electronic tools for job search</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO DO NOT HAVE A JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	60	33%	22	42%
<i>Rather yes</i>	44	24%	12	23%
<i>Rather not</i>	31	17%	5	9%
<i>Definitely not</i>	30	17%	9	17%
<i>I do not know</i>	15	8%	5	9%

Source: Questionnaire survey

This group is less familiar with online trainings – compare table below

Table 59. Comprehension of familiarity with online trainings between all respondents and the group who does not want to take trainings

<i>Are you familiar with on line training and courses through computer?</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO DO NOT HAVE A JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes</i>	99	53%	22	40%
<i>No</i>	87	47%	33	60%

Source: Questionnaire survey

This group claims to have more time for trainings. 29% of them agree to spend 8 hours a day for training and 53% agree to spend 5 hours a day, while these numbers for general population are 12% and 22% (Table 59).

Table 60. Comprehension of declared time for training between all respondents and the group who does not have a job

How many hours during a day can you spend on courses or trainings improving your job qualifications (in hours)?	ALL RESPONDENTS		RESPONDENTS WHO DO NOT HAVE A JOB	
	Frequency	Percent	Frequency	Percent
1 hour	22	12%	1	2%
up to 2 hours	63	34%	9	16%
up to 3 hours	61	33%	16	29%
up to 5 hours	19	10%	13	24%
up to 8 hours	14	8%	12	22%
more than 8 hours	7	4%	4	7%

Source: Questionnaire survey

Segment 4: Immigrants who are not satisfied with their current job

An important motivator for taking the trainings from the immigrant point of view may be the lack of satisfaction from their current job. It has been proven in the analysis of segments one and two. In segment one, those who want to take trainings were less satisfied from their job than average. On the contrary in segment two, which consists of those who do not want to take trainings, the satisfaction from job was higher than average. Thus an attempt has been made in order to select those respondents **who are not satisfied with their jobs**.

Conclusions concerning the group

There is a considerable group that consists of 19% of the total group, which is not satisfied with their current job. This group also more often than average believes that their jobs do not correspond to their education level. They more often than average need trainings from Wrong (high/low) expectations; Knowledge of training and vocational education structures & opportunities; Electronic tools for job search; Accessing information sources. The last two are connected with the fact that they have less knowledge than average about where to find information about trainings. The most wanted trainings by this group are (Communication & Social skills (behaviour-cultural misunderstandings) – (94% of respondents); Going through qualification procedure, interview, self-presentation, etc (92% of respondents); Knowledge of training and vocational education structures & opportunities (88% of respondents); Accessing information sources (88% of respondents)

What seems to be the case in this group is the need for well targeted information. The message should stress the possibility of increasing satisfaction from the job.

General conclusion Even though the information seeking trainings are less often chosen as preferable by average respondents, there is a group that considers them to be important. That is, among others, the group with lower satisfaction from the job.

Main tables presenting differences between immigrants who are not satisfied by their job and average respondent

This group more often than average came alone (Table 61).

Table 61. Comprehension of migration company between all respondents and the group who is not satisfied by their jobs

<i>Have you come alone or with your family?</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE NOT SATISFIED BY THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>I have come alone</i>	107	58%	26	72%
<i>I have come with my wife/husband/partner</i>	55	30%	7	19%
<i>I have come with my family (wife/husband/partner and children)</i>	23	12%	3	8%

Source: Questionnaire survey

This group more often than average believes that their jobs do not correspond to their education level (Table 62).

Table 62. Comprehension of job correspondence to the education level between all respondents and the group who is not satisfied by their jobs

<i>Is your job or the last job you had, corresponding to your education level?</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE NOT SATISFIED BY THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes, fully</i>	45	34%	3	8%
<i>Yes, partially</i>	33	25%	3	8%
<i>No</i>	55	41%	30	83%

Source: Questionnaire survey

This group more often than average face barriers on labour market. As a consequence, the group wants to take trainings more or as much as average respondents – compare Table 63.

Table 63. Comprehension of training needs between all respondents and the group who is not satisfied by their jobs

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>				
<i>Wrong (high/low) expectations</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE NOT SATISFIED BY THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	54	30%	12	36%
<i>Rather yes</i>	59	33%	17	52%
<i>Rather not</i>	25	14%	3	9%
<i>Definitely not</i>	19	11%	1	3%
<i>I do not know</i>	21	12%	0	0%

<i>Career orientation & job choice</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE NOT SATISFIED BY THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	61	34%	13	39%
<i>Rather yes</i>	60	34%	12	36%
<i>Rather not</i>	29	16%	5	15%
<i>Definitely not</i>	18	10%	3	9%
<i>I do not know</i>	10	6%	0	0%

<i>Understanding of labour market needs and trends</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE NOT SATISFIED BY THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	69	39%	16	50%
<i>Rather yes</i>	50	28%	9	28%
<i>Rather not</i>	29	16%	5	16%
<i>Definitely not</i>	12	7%	1	3%
<i>I do not know</i>	16	9%	1	3%

Awareness of employment rights and obligations	ALL RESPONDENTS		RESPONDENTS WHO ARE NOT SATISFIED BY THEIR JOB	
	Frequency	Percent	Frequency	Percent
Definitely yes	72	40%	15	43%
Rather yes	53	29%	12	34%
Rather not	29	16%	6	17%
Definitely not	15	8%	1	3%
I do not know	13	7%	1	3%

Competition (by other equally skilled candidate workers)	ALL RESPONDENTS		RESPONDENTS WHO ARE NOT SATISFIED BY THEIR JOB	
	Frequency	Percent	Frequency	Percent
Definitely yes	66	37%	13	39%
Rather yes	60	34%	12	36%
Rather not	22	12%	5	15%
Definitely not	13	7%	2	6%
I do not know	17	10%	1	3%

Presentation skills	ALL RESPONDENTS		RESPONDENTS WHO ARE NOT SATISFIED BY THEIR JOB	
	Frequency	Percent	Frequency	Percent
Definitely yes	83	48%	13	43%
Rather yes	49	28%	10	33%
Rather not	18	10%	3	10%
Definitely not	12	7%	2	7%
I do not know	12	7%	2	7%

Communication & Social skills (behaviour-cultural misunderstandings)	ALL RESPONDENTS		RESPONDENTS WHO ARE NOT SATISFIED BY THEIR JOB	
	Frequency	Percent	Frequency	Percent
Definitely yes	80	45%	16	48%
Rather yes	62	35%	15	45%
Rather not	16	9%	1	3%
Definitely not	13	7%	1	3%
I do not know	8	4%	0	0%

Teamwork skills (working in a team and communication-understanding with team members)	ALL RESPONDENTS		RESPONDENTS WHO ARE NOT SATISFIED BY THEIR JOB	
	Frequency	Percent	Frequency	Percent
Definitely yes	72	40%	15	45%
Rather yes	53	29%	9	27%
Rather not	34	19%	7	21%
Definitely not	12	7%	1	3%
I do not know	9	5%	1	3%

CV preparation	ALL RESPONDENTS		RESPONDENTS WHO ARE NOT SATISFIED BY THEIR JOB	
	Frequency	Percent	Frequency	Percent
Definitely yes	75	41%	17	49%
Rather yes	52	29%	12	34%
Rather not	17	9%	2	6%
Definitely not	24	13%	4	11%
I do not know	13	7%	0	0%

Knowledge of training and vocational education structures & opportunities	ALL RESPONDENTS		RESPONDENTS WHO ARE NOT SATISFIED BY THEIR JOB	
	Frequency	Percent	Frequency	Percent
Definitely yes	80	45%	17	52%
Rather yes	46	26%	12	36%
Rather not	24	14%	3	9%
Definitely not	16	9%	1	3%
I do not know	10	6%	0	0%

Electronic tools for job search	ALL RESPONDENTS		RESPONDENTS WHO ARE NOT SATISFIED BY THEIR JOB	
	Frequency	Percent	Frequency	Percent
Definitely yes	60	33%	14	40%
Rather yes	44	24%	14	40%
Rather not	31	17%	4	11%
Definitely not	30	17%	3	9%
I do not know	15	8%	0	0%

<i>Bureaucracy procedures</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE NOT SATISFIED BY THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	68	39%	15	45%
<i>Rather yes</i>	46	26%	9	27%
<i>Rather not</i>	26	15%	6	18%
<i>Definitely not</i>	21	12%	3	9%
<i>I do not know</i>	15	9%	0	0%

<i>Going through qualification procedure, interview, self-presentation, etc</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE NOT SATISFIED BY THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	83	46%	21	58%
<i>Rather yes</i>	56	31%	12	33%
<i>Rather not</i>	18	10%	3	8%
<i>Definitely not</i>	9	5%	0	0%
<i>I do not know</i>	13	7%	0	0%

Source: Questionnaire survey

Segment 5: Immigrants who are satisfied with their current job

As not being satisfied from the job can be a trigger for taking trainings it may be hypothesised that the opposite situation – being satisfied from the job can drive respondents away from trainings. In order to verify that an attempt has been made in order to select those respondents **who are satisfied with their jobs**.

Conclusions concerning the group

There is a considerable group that is satisfied with their current job. The group consists of 41 persons, which means 22% of the total group (186 persons).

This group more often than average came with partner and/or family; more often than average posses regular, full time job; more often than average believes that their jobs correspond to their education level; less often than average meets barriers on labour market.

The training need of this group vary. Some of the trainings are as preferred as for the rest of the population, while some are less preferred⁶. Their most preferred trainings are Communication & Social skills (behaviour-cultural misunderstandings) and Presentation skills (73% of respondents answered either “definitely yes” or “rather yes”). Other preferred training are: Awareness of employment rights and obligations; Going through qualification procedure, interview, self-presentation, etc; Understanding of labour market needs and trends. The least preferred are Electronic tools for job search and Accessing information sources.

This group have more often taken training before than average, they also more often than average know where to find information about trainings, where to take trainings and they are more familiar with on line courses

General conclusion: **The most important conclusion is the fact that even those satisfied with their job still see a need for trainings.** However, their needs slightly differ from the average

⁶ The methodology applied in this case is as follows: if the summed answers for “definitely yes” and “rather yes” for all respondents and selected respondents differ no more than 5%, it is assumed, that the needs of the group for particular training are similar to the general population. If the summed answers for “definitely yes” and “rather yes” for all respondents and selected respondents differ more than 15%, it is assumed, that the needs of the group for particular training are different to the general population. In rest of the cases we cannot state if there is a statistically valid difference.

respondent. As this group is more aware of training opportunities than average, it may be the case that they will be in fact first participants of our trainings.

Main tables presenting differences between immigrants who are satisfied by their job and average respondent

This group more often came with partner and/or family (Table 64).

Table 64. Comprehension of migration company between all respondents and the group who is satisfied by their jobs

<i>Have you come alone or with your family?</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>I have come alone</i>	107	58%	16	39%
<i>I have come with my wife/husband/partner</i>	55	30%	21	51%
<i>I have come with my family (wife/husband/partner and children)</i>	23	12%	4	10%

Source: Questionnaire survey

This group more often than average posses regular, full time job (Table 65).

Table 65. Comprehension of employment status between all respondents and the group who is satisfied by their jobs

<i>Do you have a job right now?</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes, regular full time</i>	84	45%	34	83%
<i>Yes, regular part time</i>	31	17%	6	15%
<i>Yes, casual</i>	15	8%	1	2%
<i>No, I do not have a job</i>	55	30%	0	0%

Source: Questionnaire survey

This group more often than average believes that their jobs correspond to their education level (Table 66).

Table 66. Comprehension of job correspondence to the education level between all respondents and the group who is satisfied by their jobs

<i>Is your job or the last job you had, corresponding to your education level?</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes, fully</i>	45	34%	27	66%
<i>Yes, partially</i>	33	25%	7	17%
<i>No</i>	55	41%	7	17%

Source: Questionnaire survey

This group less than average meets barriers on labour market. The training needs of the group vary (compare Table 67).

Table 67. Comprehension of training needs between all respondents and the group who is satisfied by their jobs

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>				
<i>Wrong (high/low) expectations</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	54	30%	11	28%
<i>Rather yes</i>	59	33%	10	25%
<i>Rather not</i>	25	14%	6	15%
<i>Definitely not</i>	19	11%	8	20%
<i>I do not know</i>	21	12%	5	13%

<i>Career orientation & job choice</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	61	34%	13	33%
<i>Rather yes</i>	60	34%	9	23%
<i>Rather not</i>	29	16%	7	18%
<i>Definitely not</i>	18	10%	9	23%
<i>I do not know</i>	10	6%	2	5%

<i>Understanding of labour market needs and trends</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	69	39%	9	23%
<i>Rather yes</i>	50	28%	15	38%
<i>Rather not</i>	29	16%	6	15%
<i>Definitely not</i>	12	7%	4	10%
<i>I do not know</i>	16	9%	5	13%

<i>Awareness of employment rights and obligations</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	72	40%	8	20%
<i>Rather yes</i>	53	29%	18	45%
<i>Rather not</i>	29	16%	7	18%
<i>Definitely not</i>	15	8%	5	13%
<i>I do not know</i>	13	7%	2	5%

<i>Competition (by other equally skilled candidate workers)</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	66	37%	12	30%
<i>Rather yes</i>	60	34%	12	30%
<i>Rather not</i>	22	12%	5	13%
<i>Definitely not</i>	13	7%	6	15%
<i>I do not know</i>	17	10%	5	13%

<i>Presentation skills</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	83	48%	18	45%
<i>Rather yes</i>	49	28%	11	28%
<i>Rather not</i>	18	10%	4	10%
<i>Definitely not</i>	12	7%	5	13%
<i>I do not know</i>	12	7%	2	5%

<i>Communication & Social skills (behaviour-cultural misunderstandings)</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	80	45%	17	43%
<i>Rather yes</i>	62	35%	12	30%
<i>Rather not</i>	16	9%	3	8%
<i>Definitely not</i>	13	7%	6	15%
<i>I do not know</i>	8	4%	2	5%

<i>Teamwork skills (working in a team and communication-understanding with team members)</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	72	40%	10	25%
<i>Rather yes</i>	53	29%	11	28%
<i>Rather not</i>	34	19%	10	25%
<i>Definitely not</i>	12	7%	6	15%
<i>I do not know</i>	9	5%	3	8%

<i>CV preparation</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	75	41%	10	25%
<i>Rather yes</i>	52	29%	11	28%
<i>Rather not</i>	17	9%	7	18%
<i>Definitely not</i>	24	13%	9	23%
<i>I do not know</i>	13	7%	3	8%

<i>Knowledge of training and vocational education structures & opportunities</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	80	45%	15	38%
<i>Rather yes</i>	46	26%	7	18%
<i>Rather not</i>	24	14%	8	20%
<i>Definitely not</i>	16	9%	8	20%
<i>I do not know</i>	10	6%	2	5%

<i>Electronic tools for job search</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	60	33%	9	23%
<i>Rather yes</i>	44	24%	6	15%
<i>Rather not</i>	31	17%	9	23%
<i>Definitely not</i>	30	17%	10	25%
<i>I do not know</i>	15	8%	6	15%

<i>Bureaucracy procedures</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	68	39%	12	30%
<i>Rather yes</i>	46	26%	8	20%
<i>Rather not</i>	26	15%	9	23%
<i>Definitely not</i>	21	12%	6	15%
<i>I do not know</i>	15	9%	5	13%

<i>Going through qualification procedure, interview, self-presentation, etc</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	83	46%	14	35%
<i>Rather yes</i>	56	31%	11	28%
<i>Rather not</i>	18	10%	8	20%
<i>Definitely not</i>	9	5%	3	8%
<i>I do not know</i>	13	7%	4	10%

<i>Carrier path creating (career orientation & job choice)</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	69	39%	11	28%
<i>Rather yes</i>	62	35%	12	30%
<i>Rather not</i>	18	10%	7	18%
<i>Definitely not</i>	16	9%	6	15%
<i>I do not know</i>	14	8%	4	10%

<i>Accessing information sources</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Definitely yes</i>	64	36%	9	22%
<i>Rather yes</i>	52	29%	8	20%
<i>Rather not</i>	26	15%	12	29%
<i>Definitely not</i>	20	11%	7	17%
<i>I do not know</i>	16	9%	5	12%

Source: Questionnaire survey

This group have more often taken training before than average, they also more often than average know where to find information about trainings, where to take trainings and they are more familiar with on line courses (Table 68).

Table 68. Comprehension of trainings experiences between all respondents and the group who is satisfied by their jobs

<i>Have you ever taken trainings or courses improving your position on labour market?</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>yes</i>	102	55%	29	71%
<i>no</i>	84	45%	12	29%

<i>Do you know where to find information about trainings and courses?</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>yes</i>	113	61%	32	78%
<i>no</i>	73	39%	9	22%

<i>Do you know where to take training or a course?</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>yes</i>	106	57%	30	73%
<i>no</i>	80	43%	11	27%

<i>Are you familiar with on line training and courses through computer?</i>	<i>ALL RESPONDENTS</i>		<i>RESPONDENTS WHO ARE SATISFIED WITH THEIR JOB</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>yes</i>	99	53%	33	80%
<i>no</i>	87	47%	8	20%

Source: Questionnaire survey

RECOMENDATIONS FOR TRAINING PROGRAMMES

The research proved that there is a need for trainings among immigrants. A considerable part of them is willing to take the trainings provided in the form of blended learning and/or e-learning. The summary and the report contain some important recommendations for better adjustments of trainings modules to the needs of potential participants.

It should be kept in mind that about 1/3 of immigrants potentially want to take training modules as proposed in the projects. This is a considerable part of immigrants and creates a good and enough group for lunch of the project. Beside, group of immigrants seems to be convergent in terms of nationality and host country, their training needs and barriers perceived seems to be similar, what indicates possibility to address similar training programs for immigrants in all countries involved.

What is common for each module is the fact that respondents potentially interested in them have worse knowledge of where to find information and take trainings. Therefore the effective channels for reaching the immigrants should be determined.

Immigrants perceive no problems in use of computer based electronic tools. What is also important is the fact that they perceive on-line trainings quite similar as average respondent (what indicates that blended learning may be a good way of providing trainings for them).

Another common aspect is the fact that in each module potentially interested respondents perceive more barriers than average. Thus presenting trainings as a way of overcoming barriers on labour market seems like a good strategy.

Another aspect found out in FGI research is the fact that there is a considerable part of immigrants who may be interested in entrepreneurship/ starting own business trainings. As this is not the part of the project the modules should not be completely oriented towards this need; however some aspects may be included.

There are five modules for *Pathways to work* project prepared, which are:

- Module 1: Building Personal Confidence & Self Awareness
- Module 2: Developing Teamwork & Communications Skills
- Module 3: Know your Employment Rights
- Module 4: Career Preparation
- Module 5: Job Search Skills & Interview techniques

The potential number of immigrants that may be especially willing to take part in each module is presented in Table 69.

Table 69. The potential number of immigrants that may be interested in each module

<i>Module</i>	<i>Percent of immigrants potentially interested in trainings from the module</i>
<i>Module 1: Building Personal Confidence & Self Awareness</i>	24%
<i>Module 2: Developing Teamwork & Communications Skills</i>	32%
<i>Module 3: Know your Employment Rights</i>	45%
<i>Module 4: Career Preparation</i>	32%
<i>Module 5: Job Search Skills & Interview techniques</i>	28%

Source: Questionnaire survey

There is a considerable number of immigrants that may be interested in each module. It seems that the module “Know your Employment Rights” is the most interesting for immigrants, while “Building Personal Confidence & Self Awareness” is least preferred module. Therefore guidelines and recommendations for each module should be provided and combined with identified segments, which may need the skills and knowledge delivered in the module.

The first aspect that can be visible when comparing the modules with most preferred and least preferred trainings is that many of them were mentioned by respondents as least preferred (namely Electronic tools for job search, Bureaucracy procedures, Career orientation & job choice, Accessing information sources, Teamwork skills (working in a team and communication-understanding with team members). On the other hand, immigrants generally want to take trainings. That is why it is important to understand that even though these were not the most preferable trainings, there still is a considerable part of immigrants who would want to take those trainings.

Module 1. Building Personal Confidence & Self Awareness

The attempt to identify the group which may be particularly interested in this module has been made. The general assumption was made that these are people who lack (to a different extend) personal confidence and self awareness. Therefore for analysing this module criteria for choosing the group were as follows:

- the immigrants who perceived competition on the labour market (by other equally skilled candidate workers) both as a barrier and as a training they would like to attend,
- the immigrants who do not believe that the job they would like to have is a realistic expectation.

In this process the group of 44 immigrants (24% of total group) has been created.

It is a group of immigrants, who:

- more often migrated to the host country alone (without wife/husband/partner/children) than average (which may indicate that staying with family/partners/friends is a factor increasing personal confidence);
- they often have a casual job (which may be a reason for their lack of personal confidence);
- they are more unsatisfied by their current job than average;
- they perceive more often than average respondents such barriers as: lack of knowledge of training and vocational education structures & opportunities, bureaucracy procedures, going through qualification procedure, interview, self-presentation;
- they have poor knowledge of where to find information about trainings and courses;
- there are more females than males in this group;

What is also important is the fact that they perceive on-line trainings quite similar as average respondent (what indicates that blended learning may be a good way of receiving trainings for them)

Conclusions concerning module 1

As FGI research indicates, as well as many other sources, the immigrants suffer from discrimination on the labour market. As we have to realize that we are not able to change this situation in a short time, we have to think about the ideas of getting over it. We believe that One possible solution for discrimination may be to build personal confidence and self awareness by empowering immigrant workers through knowledge and awareness of their condition and potential of improvement, which can help in dealing with discrimination and moving forward.

Therefore, the most important part in this module should include dealing with discrimination in the workplace, ways to face it and available remedies. It goes noted that in view of the current situation in employment, self-organising around trade union and workers' associations, even on an ethnic or industry basis may prove to be a key factor in empowering immigrant workers and raise self confidence and transluence in the workplace and the labour market.

As the selected group is rather unsatisfied with their current job, which is often casual one, the promotion message should stress the possibility of getting more satisfaction from a better job after accomplishing the module.

The selected group is willing to take trainings but they do not know where to find information about trainings and courses. Therefore the information should be well targeted to reach this group.

The data indicating the mentioned characteristic of potential participants of this module is presented in tables below.

Potential participants of this module more often migrated to the host country alone (without wife/husband/partner/children) than average (which may indicate that staying with family/partners/friends is a factor increasing personal confidence).

Table 70. Comparison of an average respondent and the group that may need personal confidence and self awareness trainings in the area of staying abroad alone or with family

<i>Have you come alone or with your family?</i>	<i>ALL RESPONDENTS</i>		<i>THE GROUP THAT MAY NEED PERSONAL CONFIDENCE AND SELF AWARENESS TRAININGS</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>I have come alone</i>	107	58%	31	70%
<i>I have come with my wife/husband/partner</i>	55	30%	9	20%
<i>I have come with my family (wife/husband/partner and children)</i>	23	12%	4	9%

Source: Questionnaire Survey

Potential participants of this module often have a casual job (which may be a reason for their lack of personal confidence).

Table 71. Comparison of an average respondent and the group that may need personal confidence and self awareness trainings in the area of having a job

<i>Do you have a job right now?</i>	<i>ALL RESPONDENTS</i>		<i>THE GROUP THAT MAY NEED PERSONAL CONFIDENCE AND SELF AWARENESS TRAININGS</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes, regular full Time</i>	84	45%	17	39%
<i>Yes, regular part time</i>	31	17%	9	20%
<i>Yes, casual</i>	15	8%	8	18%
<i>No, I do not have a job</i>	55	30%	10	23%

Source: Questionnaire Survey

Potential participants of this module are more unsatisfied by their current job than average.

Table 72. Comparison of an average respondent and the group that may need personal confidence and self awareness trainings in the area of satisfaction from their current job

<i>Are you satisfied by your current job?</i>	<i>ALL RESPONDENTS</i>		<i>THE GROUP THAT MAY NEED PERSONAL CONFIDENCE AND SELF AWARENESS TRAININGS</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes, fully</i>	41	31%	5	14%
<i>Yes, partially</i>	56	42%	15	42%
<i>No</i>	36	27%	16	44%

Source: Questionnaire Survey

Potential participants of this module perceive more often than average respondents several barriers, among which such barrier as: lack of knowledge of training and vocational education structures & opportunities.

Table 73. Comparison of an average respondent and the group that may need personal confidence and self awareness trainings in barrier perception

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>				
<i>Knowledge of training and vocational education structures & opportunities</i>	<i>ALL RESPONDENTS</i>		<i>THE GROUP THAT MAY NEED PERSONAL CONFIDENCE AND SELF AWARENESS TRAININGS</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Often</i>	50	28%	19	45%
<i>Sometimes</i>	46	26%	10	24%
<i>Rarely</i>	44	25%	7	17%
<i>Never</i>	38	21%	6	14%

Source: Questionnaire Survey

Potential participants of this module have poor knowledge of where to find information about trainings and courses.

Table 74. Comparison of an average respondent and the group that may need personal confidence and self awareness trainings in training information awareness

<i>Do you know where to find information about trainings and courses?</i>	<i>ALL RESPONDENTS</i>		<i>THE GROUP THAT MAY NEED PERSONAL CONFIDENCE AND SELF AWARENESS TRAININGS</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes</i>	113	61%	18	41%
<i>No</i>	73	39%	26	59%

<i>Do you know where to take a training or a course?</i>	<i>ALL RESPONDENTS</i>		<i>THE GROUP THAT MAY NEED PERSONAL CONFIDENCE AND SELF AWARENESS TRAININGS</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes</i>	106	57%	20	45%
<i>no</i>	80	43%	24	55%

Source: Questionnaire Survey

In potential participants of this module there are more females than males.

Table 75. Comparison of gender of an average respondent and the group that may need personal confidence and self awareness trainings

<i>Gender</i>	<i>ALL RESPONDENTS</i>		<i>THE GROUP THAT MAY NEED PERSONAL CONFIDENCE AND SELF AWARENESS TRAININGS</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Female</i>	90	48%	29	66%
<i>Male</i>	96	52%	15	34%

Source: Questionnaire Survey

Module 2. Developing Teamwork & Communications Skills

The attempt to identify the group which may be particularly interested in this module has been made. The general assumption was made that these are people who want to develop their teamwork and communications skills. Therefore for analysing this module criteria for choosing the group were as follows:

- the immigrants who perceived communication and social skills (behaviour-cultural misunderstandings) as an important barrier and would like to take a training to overcome this barrier,
- the immigrants who perceived teamwork skills (working in a team and communication-understanding with team members) as an important barrier and would like to take a training to overcome this barrier.

In this process the group of 59 immigrants (32% of total group) has been created.

It is a group of immigrants, who:

- less often than average have a job,
- generally perceives more barriers than average,
- have lower education than average.

What is also important is the fact that they perceive on-line trainings quite similar as average respondent (what indicates that blended learning may be a good way of receiving trainings for them).

Another important aspect is that immigrants who do not have a job are especially willing to take communication skills trainings (78% comparing to 69% average). It is also the most wanted trainings by those who are not satisfied with their job – in this group the training communication & social skills (behaviour-cultural misunderstandings) is preferred by 94% of respondents. Also those who are satisfied by their job claim Communication & Social skills (behaviour-cultural misunderstandings) as one of their most preferred trainings (73% of respondents).

Conclusions concerning module 2

As the selected group less often than average have a job, the importance of teamwork and communications skills for having a good job should be presented.

This group is rather unsatisfied with their current job, which is often casual one, therefore the promotion message should stress the possibility of getting more satisfaction from a better job after accomplishing the module.

The selected group is willing to take trainings but they do not know where to find information about trainings and courses. Therefore the information should be well targeted to reach this group.

The selected group has slightly lower education than average. Therefore as important recommendation is to keep the language and exercises on the acceptable for average educated people level.

Main tables presenting differences between immigrants who may need developing teamwork and communications skills trainings and the average respondent are presented below.

Potential participants of this module less often than average have a job.

Table 76. Comparison of an average respondent and the group that may need developing teamwork and communications skills trainings in employment status

Do you have a job right now?	ALL RESPONDENTS		THE GROUP THAT MAY NEED DEVELOPING TEAMWORK AND COMMUNICATIONS SKILLS TRAININGS	
	Frequency	Percent	Frequency	Percent
Yes, regular full Time	84	45%	20	34%
Yes, regular part time	31	17%	12	20%
Yes, casual	15	8%	6	10%
No, I do not have a job	55	30%	21	36%

Source: Questionnaire Survey

Potential participants of this module generally perceive more barriers than average, among them knowledge where to take training or a course.

Table 77. Comparison of an average respondent and the group that may need developing teamwork and communications skills trainings in knowledge about trainings and courses

Do you know where to find information about trainings and courses?	ALL RESPONDENTS		THE GROUP THAT MAY NEED DEVELOPING TEAMWORK AND COMMUNICATIONS SKILLS TRAININGS	
	Frequency	Percent	Frequency	Percent
Yes	113	61%	25	42%
No	73	39%	35	58%

Do you know where to take a training or a course?	ALL RESPONDENTS		THE GROUP THAT MAY NEED PERSONAL CONFIDENCE AND SELF AWARENESS TRAININGS	
	Frequency	Percent	Frequency	Percent
Yes	106	57%	23	38%
No	80	43%	37	62%

Source: Questionnaire Survey

Potential participants of this module have lower education than average. They have completed basic vocational education or high school.

Table 78. Comparison of an average respondent and the group that may need developing teamwork and communications skills trainings in education background

What is the highest level of education you have completed?	ALL RESPONDENTS		THE GROUP THAT MAY NEED DEVELOPING TEAMWORK AND COMMUNICATIONS SKILLS TRAININGS	
	Frequency	Percent	Frequency	Percent
Elementary or less	3	2%	2	3%
Basic vocational education (not a University education)	31	16%	20	31%

<i>High School</i>	69	37%	21	32%
<i>Bachelor Degree</i>	34	18%	12	18%
<i>Master Degree or higher</i>	49	26%	5	8%

Source: Questionnaire Survey

Module 3. Know your Employment Rights

The attempt to identify the group which may be particularly interested in this module has been made. The general assumption was made that these are people who want to extend their knowledge about employment rights. Therefore for analysing this module criteria for choosing the group were as follows:

- the immigrants who perceived “awareness of employment rights and obligations” as an important barrier and would like to take a training to overcome this barrier.

In this process the group of 83 immigrants (45% of total group) has been created.

It is a group of immigrants, who:

- is more unsatisfied with their current job than average
- definitely needs trainings about going through qualification procedure (which may indicate that employment rights are not only perceived as rights of someone who is already employed but also rights of someone who applies for a job)

What is also important is the fact that they perceive on-line trainings quite similar as average respondent (what indicates that blended learning may be a good way of receiving trainings for them).

Conclusions concerning module 3

As the selected group less of the often than average have a job, the importance of knowing the employment rights for having a good job should be presented.

The FGI proved significant differences between countries concerning the law, institutions, etc. Therefore there should be an adjusted version for each country prepared.

The content of the module should include not only rights of the employees but also legal aspects of applying for a job. **It should particularly include legislation in force, notions and procedures related to provide basis for filing a complaint against discrimination (for indemnity, sanction or restoration of rights.)** A common set for minimum norms on anti-discrimination and legal/petition and self-organising tools could be provided. Such norms (e.g. direct/indirect discrimination, shift of the burden of proof, multiple discrimination, positive discrimination etc.), deriving from EU Directives, are common between EU countries and may provide substantial empowerment to workers. Potential victims of discrimination in the workplace.

Main tables presenting differences between immigrants who may need employment rights trainings more than the average respondent are presented below.

Potential participants of this module are more unsatisfied with their current job than average.

Table 79. Comparison of an average respondent and the group that may need employment right trainings in job satisfaction

Are you satisfied by your current job?	ALL RESPONDENTS		THE GROUP THAT MAY NEED EMPLOYMENT RIGHTS TRAININGS	
	Frequency	Percent	Frequency	Percent
Yes, fully	41	31%	10	17%
Yes, partially	56	42%	31	52%
No	36	27%	19	32%

Source: Questionnaire Survey

Potential participants of this module definitely need trainings about going through qualification procedure (which may indicate that employment rights are not only perceived as rights of someone who is already employed but also rights of someone who applies for a job).

Table 80. Comparison of an average respondent and the group that may need employment right trainings in trainings needs

Would you like to participate in the trainings offering improvement of following skills and abilities?				
Going through qualification procedure, interview, self-presentation, etc	ALL RESPONDENTS		THE GROUP THAT MAY NEED EMPLOYMENT RIGHTS TRAININGS	
	Frequency	Percent	Frequency	Percent
Definitely yes	83	46%	52	65%
Rather yes	56	31%	23	29%
Rather not	18	10%	2	3%
Definitely not	9	5%	1	1%
I do not know	13	7%	2	3%

Source: Questionnaire Survey

Module 4. Career Preparation

The attempt to identify the group which may be particularly interested in this module has been made. The general assumption was made that these are people who seek knowledge about how to prepare their carrier. Therefore for analysing this module criteria for choosing the group were as follows:

- the immigrants who perceived: “career orientation & job choice” and “carrier path creating (career orientation & job choice)” as important barriers and would like to take a trainings to overcome these barriers.

In this process the group of 60 immigrants (32% of total group) has been created.

It is a group of immigrants, who:

- much more often migrated to the host country alone (without wife/husband/partner/children) than average
- is more unsatisfied with their current job than average
- more often than average believe that their current job does not correspond to their education level
- much more often than average perceive as a barrier Understanding of labour market needs and trends

Conclusions concerning module 4

Besides from conclusions basing on the fact that these are respondents who much more often migrated to the host country alone (without wife/husband/partner/children) than average and are more unsatisfied with their current job than average (which draws the same conclusion as in previous modules), some more recommendation can be made.

Especially respondents who may be willing to take trainings in career preparation are also willing in taking trainings in understanding labour market needs and trends. Thus this is the part that should be included in the module.

As the barrier “Understanding of labour market needs and trends” is recognized by the respondents from this module, some aspects of labour market needs and trends should be included in the content.

Main tables presenting differences between immigrants who may need carrier preparation trainings more than the average respondent are presented below.

Potential participants of this module much more often migrated to the host country alone (without wife/husband/partner/children) than average – 75%, while only 5% admit to have family in the host country.

Table 81. Comparison of an average respondent and the group that may need carrier preparation trainings in migration company

<i>Have you come alone or with your family?</i>	<i>ALL RESPONDENTS</i>		<i>THE GROUP THAT MAY NEED CARRIER PREPARATION TRAININGS</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>I have come alone</i>	107	58%	45	75%
<i>I have come with my wife/husband/partner</i>	55	30%	12	20%
<i>I have come with my family (wife/husband/partner and children)</i>	23	12%	3	5%

Source: Questionnaire Survey

Potential participants of this module are more unsatisfied with their current job than average – 40% compared to 27% respectively.

Table 82. Comparison of an average respondent and the group that may need carrier preparation trainings in employment satisfaction

<i>Are you satisfied by your current job?</i>	<i>ALL RESPONDENTS</i>		<i>THE GROUP THAT MAY NEED CARRIER PREPARATION TRAININGS</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes, fully</i>	41	31%	8	19%
<i>Yes, partially</i>	56	42%	18	42%
<i>No</i>	36	27%	17	40%

Source: Questionnaire Survey

Potential participants of this module more often than average believe that their current job does not correspond to their education level.

Table 83. Comparison of an average respondent and the group that may need carrier preparation trainings in job correspondence to the education

Is your job or the last job you had, corresponding to your education level?	ALL RESPONDENTS		THE GROUP THAT MAY NEED CARRIER PREPARATION TRAININGS	
	Frequency	Percent	Frequency	Percent
Yes, fully	45	34%	8	19%
Yes, partially	33	25%	13	30%
No	55	41%	22	51%

Source: Questionnaire Survey

Potential participants of this module more often than average perceive as a barrier Understanding of labour market needs and trends. They more often than average perceive as a barrier Going through qualification procedure, interview, self-presentation, etc.

Table 84. Comparison of an average respondent and the group that may need carrier preparation trainings in barriers perception

Do you consider that the following have affected negatively your past job search and work experience?				
Understanding of labour market needs and trends	ALL RESPONDENTS		THE GROUP THAT MAY NEED CARRIER PREPARATION TRAININGS	
	Frequency	Percent	Frequency	Percent
Often	40	22%	24	43%
Sometimes	51	28%	24	43%
Rarely	52	29%	6	11%
Never	37	21%	2	4%

Going through qualification procedure, interview, self-presentation, etc	ALL RESPONDENTS		THE GROUP THAT MAY NEED CARRIER PREPARATION TRAININGS	
	Frequency	Percent	Frequency	Percent
Often	46	26%	29	52%
Sometimes	56	32%	20	36%
Rarely	41	23%	6	11%
Never	34	19%	1	2%

Source: Questionnaire Survey

Module 5. Job Search Skills & Interview techniques

The attempt to identify the group which may be particularly interested in this module has been made. The general assumption was made that these are people who seek various job search skills and interviews techniques. Therefore for analysing this module criteria for choosing the group were as follows:

- the immigrants who perceived: “CV preparation” “Electronic tools for job search” and “going through interview procedure” as important barriers and would like to take a trainings to overcome these barriers.

In this process the group of 52 immigrants (28% of total group) has been created.

It is a group of immigrants who

- much more often migrated to the host country alone (without wife/husband/partner/children) than average

- much more often than average perceive as a barrier Understanding of labour market needs and trends

Another aspect is that immigrants who do not have a job are more willing to take electronic tools for job search (64% comparing to 58% average)

As in the case of other modules, the lack of satisfaction from job is an important element for this module. For these respondents Going through qualification procedure, interview, self-presentation, etc (92% of respondents); Knowledge of training and vocational education structures & opportunities (88% of respondents); Accessing information sources (88% of respondents) are ones of the most wanted trainings.

Conclusions concerning module 5

Besides from conclusions basing on the fact that these are respondents who much more often migrated to the host country alone (without wife/husband/partner/children) than average and are more unsatisfied with their current job than average (which draws the same conclusion as in previous modules), some more recommendation can be made.

Especially respondents who may be willing to take trainings in career preparation are also willing in taking trainings in understanding labour market needs and trends (as it happen in module 4). Thus this is the part that should be included in the module. However an attention should be paid not to double the content in those two modules.

Main tables presenting differences between immigrants who may need Job Search Skills & Interview techniques trainings more than the average respondent are combined below.

Potential participants of this module much more often migrated to the host country alone (without wife/husband/partner/children) than average, however over 30% of them declare to have relatives living in host country as well – it may influence economic status, both positively and negatively).

Table 85. Comparison of an average respondent and the group that may need job search skills and interview techniques trainings in migration company

<i>Have you come alone or with your family?</i>	<i>ALL RESPONDENTS</i>		<i>THE GROUP THAT MAY NEED JOB SEARCH SKILLS & INTERVIEW TECHNIQUES TRAININGS</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>I have come alone</i>	107	58%	36	69%
<i>I have come with my wife/husband/partner</i>	55	30%	11	21%
<i>I have come with my family (wife/husband/partner and children)</i>	23	12%	5	10%

Source: Questionnaire Survey

Potential participants of this module have very poor knowledge of where to find information and take trainings.

Table 86. Comparison of an average respondent and the group that may need job search skills and interview techniques trainings in training information awareness

<i>Do you know where to find information about trainings and courses?</i>	<i>ALL RESPONDENTS</i>		<i>THE GROUP THAT MAY NEED JOB SEARCH SKILLS & INTERVIEW TECHNIQUES TRAININGS</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes</i>	113	61%	18	35%
<i>No</i>	73	39%	34	65%

<i>Do you know where to take a training or a course?</i>	<i>ALL RESPONDENTS</i>		<i>THE GROUP THAT MAY NEED JOB SEARCH SKILLS & INTERVIEW TECHNIQUES TRAININGS</i>	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes</i>	<i>106</i>	<i>57%</i>	<i>16</i>	<i>31%</i>
<i>no</i>	<i>80</i>	<i>43%</i>	<i>36</i>	<i>69%</i>

Source: Questionnaire Survey

APPENDIX 1: General findings from Focus Group Interview

The main conclusions from FGI findings:

- There is no significant difference between the situations of immigrants in particular countries. They perceive similar barriers. The scope and level of perceived barriers depends on previous experiences in domestic and international labour markets.
- Immigrants express huge training needs. They are convinced that proper training will help them upgrade their employment level by changing their position on the labour market.
- Previous experience with trainings does not significantly influence their willingness for further education. The most important perceived barrier to training is time limitations caused by family duties and work requirements.
- Training needs of immigrants are similar in all countries. The most important training areas identified are: vocational training (on the job training); personal abilities, presentation, communication, job searching; labour market systems and regulations (evolutions in labour market, national support structures, legal regulations of labour market, starting business (funds for immigrants to start business)).
- Immigrants perceive training as a lifelong process, as it is the only way to develop a career and sustain employment. In addition to upgrading qualifications, they perceive personal development as important.
- The need for development seems to be above average. However, immigrants identify difficulties with access to proper training.
- The most important characteristics of training indicated by immigrants are: efficient cost-benefit ratio in relation to amount of money and time devoted, elasticity in learning, possible certificates gained.

Detailed data gathered during Focus Group Interview, summarising perception of immigrants of labour market and trainings, are presented in tables below.

Table A1.1. Barriers on the labour market as perceived by immigrants - the cross-reference of FGI findings from different countries

Country	Strongest barriers as perceived by immigrants
UK	<i>Language differences, cultural differences, their experience/qualifications are ignored, low pay occupations only, less support from government i.e.: funding and training, lack of skills, lack of training opportunities, unsure of access to training, lower job security occupations and migrants are largely concentrated in un-skilled, risky sector jobs.</i>
Ireland	<i>Discrimination in terms of "color, language, religion and ethnicity", the importance of practical work experience and the difficulty as a migrant in securing some (non-Irish nationality added to the difficulty in securing the first step to remove this barrier, be it unpaid experience or a full time job), impossibility to compete on an equal footing with native applicants.</i>
Poland	<i>Language skills, lack of trust for immigrants, even fear of hiring them, bad stereotypes, bureaucracy of the country it takes time, it is demotivating, it is complicated, lack of immigrants' qualification, the need of help and support from, the perception of education in others countries, the size of the city matters as well, the protection of country's labour market, lack of proper office to deal with immigrant problems, employers do not invest in workers; they demand high skills but they are not willing to pay immigrants to get them.</i>
Italy	<i>Difficulty in accessing information and in understanding the logics and dynamics of the labour market, concentration in jobs that are unskilled or not very skilled, lack of job stability.</i>
Spain	<i>Discrimination against nationality, not holding the required qualification for the job, experience/studies acquired in country of origin not valued, lack of experience in the field of desired work, being a non-national, the economic recession, absence of documentation showing proof of residency, need to successfully pass through stages of the selection process, need to make working life compatible with family life in the case of mothers with children.</i>

Table A1.2. Training needs of immigrants - the cross-reference of findings from different countries

Country	Training needs express by immigrants
<i>UK</i>	<i>The results of the research illustrate the importance migrants place on the need to develop their skills and abilities to improve their position within the labour market, a need for work experience, also to develop personal career goals and to devise their own curriculum vitae, becoming more focused in what they want to achieve and become more attractive to employers. Overall the table portrays the importance migrants place on developing their personal skills and abilities.</i>
<i>Ireland</i>	<i>The group did identify some generic training needs:</i> <ol style="list-style-type: none"> 1. more apprenticeship/vocational training; 2. on the job training; 3. confidence and self-esteem support to help deal with rejection and also the additional barriers of being an immigrant.
<i>Poland</i>	<i>The participants felt the need for following trainings</i> <ol style="list-style-type: none"> 1. CV writing, qualification procedure, interview, self-presentation, etc 2. Labor law knowledge 3. Business plan, starting business, where to get funds 4. How to behave and communicate in state offices 5. Language course 6. Culture training Professional trainings
<i>Italy</i>	<ol style="list-style-type: none"> 1. need to develop their knowledge and skills in relation to evolutions in the Labour market 2. need to develop their knowledge and skills in relation to the legislative framework 3. need to develop their knowledge and skills in relation to the use of information channels and new Information and Communication Technology 4. need to develop their knowledge and skills in relation to team working and effective communication 5. need to develop their knowledge and skills in relation to career marketing
<i>Spain</i>	<i>List of skills and abilities needed for immigrants to improve their position in the labour market:</i> <ol style="list-style-type: none"> 1. Training towards finding work 2. Adjusting to labour market demands 3. Achieving basic qualifications in the country in order to later secure a job 4. Positive presence and knowing how to be firm, assertive, astute and willing to learn 5. Proficiency in computer programmes 6. Knowledge of technical terminology, even for those speaking the same language

Table A1.3. Reasons for not undertaking training

Countries	Perception of training opportunities
<i>UK</i>	<i>One of the factors was the lack of access to training. Migrants did not know where to access training. They also expressed that they were unaware of what training was available. Other imposing factors discussed were: cost, no immediate income, if the course was full time, not understanding the education system, family constraints, fear of feeling left out, lack of resources, and lack of guidance from employers or other government institutions. Overall, the research recognises the need for training among migrants, but ultimately they do not know where to access training. They expressed many reasons that prevented them from under taking training, the most influential being, cost, access, discrimination and fear.</i>
<i>Ireland</i>	<i>Participants listed a number of reasons that immigrants (and themselves) could not undertake training:</i> <ol style="list-style-type: none"> 1. Cost 2. Accessible location of the training centre 3. English language 4. training requirements/criteria 5. Lack of confidence.
<i>Poland</i>	<i>Many reasons why immigrants do not take trainings were presented:</i> <ol style="list-style-type: none"> 1. Bureaucracy 2. Lack of time "when you take trainings you do not work so you have no money to get by" 3. Lack of money 4. All the paperwork 5. Lack of knowledge 6. Not fitting in the target group particular training 7. Employers do not know about the trainings for their employees
<i>Italy</i>	<i>Immigrants discovered the need to innovate training offered, involving immigrants in blended learning, to autonomously manage training courses and overcome problem of attending courses that are difficult to reconcile with work commitment. The management rarely involves immigrants working in companies in internal training processes and does not allow them to choose the courses that they feel are most suitable for them.</i>
<i>Spain</i>	<i>NOT undertaking training is NOT part of their intended plan, given that training provides the only opportunity in the current legal and economic context to achieve their goal: to stay in Spain. They see no reason not to undertake training and education considering that this is how work is secured.</i>

Table A1.4. How migrants identify their training needs

Country	Sources of information about trainings
<i>UK</i>	<i>Majority of participants believed they came to a realization for the need for training themselves. Also friends already in training helped advise them on what training to pursue.</i>
<i>Ireland</i>	<i>Focus group participants sourced most of their information about training and options from the internet, from word of mouth and from FAS, the state employment and training agency.</i>
<i>Poland</i>	<i>The mentioned sources of information about trainings were rather limited: friends, family and other people they know and state offices.</i>
<i>Italy</i>	<i>One aspect that was highlighted by immigrants interviewed was the lack of an observatory that codes both competences expected by the local productive system and competences offered by people, in order to facilitate matching and thus contribute to the insertion and/or mobility process in local, economic, productive contexts.</i>
<i>Spain</i>	<i>Participants highlighted several information sources about training: national and non-governmental organisation dedicated to the social acceptance and integration of immigrant people in the region (Cantabria Acoge, Townhalls), employment services, Internet, friends, centres for Adult Education</i>

Table A1.5. How immigrants decide on training to undertake

Country	Reasons for undertaking trainings
<i>UK</i>	<i>Reasons recognised: time, cost, family responsibilities, will the training provide with the essential skills needed, location of the training, accessibility, pace of the training and interest. Majority of the participants felt very strongly about the length and cost of the training.</i>
<i>Ireland</i>	<i>The three factors most important for them in choosing specific training are: career path, an interest in the particular subject, an enjoyment of the particular subject.</i>
<i>Poland</i>	<i>The most important factor is direct relation to professional development that will directly results in material benefits at work, certificates given after completing the trainings, time, money.</i>
<i>Italy</i>	<i>No answer</i>
<i>Spain</i>	<i>Three main aspects considered: whether participation influences on to find work easily, whether the training is free, whether the training is short and available as e-learning course.</i>

APPENDIX 2: General findings from Questionnaire Survey

The main conclusions from the Questionnaire Survey:

- Almost half of the respondents (45% - compare question 1) left their home country for economic reasons. The repatriation and religion causes were hardly the case.
- The majority of respondents came to the host country either alone or with a partner. Only 12% came with children (compare question 2).
- 1/3 of the respondents treats the host country not as a target country, but as a stop on their migration (compare question 3).
- About 2/3 of the respondents has some kind of a job. 30% do not have any and 45% have a regular full time job – compare question 6
- The respondents are happy to have a job (only 27% are not satisfied with it), however they realize they usually work beneath their qualifications and expectations (41% claims that their current job does not correspond to their level of education) – compare questions 8 and 9.
- The respondents are either optimistic or have small expectations, as 61% of them, when asked about their desired job believe that what they say are rational expectations – compare question 11
- Most of the respondents are willing to participate in trainings. The most popular ones are: presentation skills (48% said definitely yes); going through qualification procedure, interview, self-presentation, etc (46% said definitely yes); knowledge of training and vocational education structures & opportunities (45% said definitely yes); communication & Social skills (behaviour-cultural misunderstandings) (45% said definitely yes). What is also important, even for the least popular training, the smallest number of potential participants who answered definitely yes, is 31%
- Respondents indicate that they have time for trainings. 70% would agree to spend more than 6 months for trainings and 54% would agree to spend up to 3 hours daily for trainings.
- More than half of the respondents has taken a course before (it differs significantly in different countries). They also know where to find information and courses. On the other hand, almost half of them do not know that.
- More than half of the respondents are you familiar with on line training and courses through computer.
- Blended learning or e-learning is the most popular way of receiving courses (respectively 21% and 21%) for 41% of respondents

This section represents the cumulative results of questionnaire from all countries (Ireland, Italy, UK, Poland and Spain).

Basic information about immigrant

Table A2.1

<i>What were the reasons of immigration from your country of origin?</i>	<i>Frequency</i>	<i>Percent</i>
<i>Political</i>	30	12%
<i>Economical (money)</i>	113	45%
<i>Family</i>	37	15%
<i>Repatriation</i>	0	0%
<i>Religion</i>	4	2%
<i>Educational</i>	45	18%
<i>Other</i>	23	9%

* Respondents could have chosen more than one answer, therefore the percentages do not sum into 100%

Table A2.2

<i>Have you come alone or with your family?</i>	<i>Frequency</i>	<i>Percent</i>
<i>I have come alone</i>	107	58%
<i>I have come with my wife/husband/partner</i>	55	30%
<i>I have come with my family (wife/husband/partner and children)</i>	23	12%

Table A2.3

<i>Do you intend to change the country and go to another one, or do you intend to stay in this country?</i>	<i>Frequency</i>	<i>Percent</i>
<i>I intend to leave to another country</i>	56	30%
<i>I intend to stay in this country</i>	129	70%

Immigrant workers' employment and expectations

Table A2.4

<i>Do you have a job right now?</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes, regular full Time</i>	84	45%
<i>Yes, regular part time</i>	31	17%
<i>Yes, casual</i>	15	8%
<i>No, I do not have a job</i>	55	30%

Table A2.5

<i>Are you satisfied by your current job?</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes, fully</i>	41	31%
<i>Yes, partially</i>	56	42%
<i>No</i>	36	27%

Table A2.6

<i>Is your job or the last job you had, corresponding to your education level?</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes, fully</i>	45	34%
<i>Yes, partially</i>	33	25%
<i>No</i>	55	41%

Table A2.7

<i>Do you think that having the job you would like to have is a realistic expectation?</i>	<i>Frequency</i>	<i>Percent</i>
<i>Yes</i>	113	61%
<i>No</i>	20	11%
<i>I don't know</i>	52	28%

Barriers in employment and areas of qualification improvement as perceived by immigrant workers

Table A2.8-9

Do you consider that the following have affected negatively your past job search and work experience?			Would you like to participate in the trainings offering improvement of following skills and abilities?		
Wrong (high/low) expectations			Wrong (high/low) expectations		
	Frequency	Percent		Frequency	Percent
Often	34	18%	Definitely yes	54	30%
Sometimes	72	39%	Rather yes	59	33%
Rarely	40	22%	Rather not	25	14%
Never	38	21%	Definitely not	19	11%
			I do not know	21	12%

Do you consider that the following have affected negatively your past job search and work experience?			Would you like to participate in the trainings offering improvement of following skills and abilities?		
Career orientation & job choice			Career orientation & job choice		
	Frequency	Percent		Frequency	Percent
Often	24	13%	Definitely yes	61	34%
Sometimes	68	37%	Rather yes	60	34%
Rarely	52	29%	Rather not	29	16%
Never	38	21%	Definitely not	18	10%
			I do not know	10	6%

Do you consider that the following have affected negatively your past job search and work experience?			Would you like to participate in the trainings offering improvement of following skills and abilities?		
Understanding of labour market needs and trends			Understanding of labour market needs and trends		
	Frequency	Percent		Frequency	Percent
Often	40	22%	Definitely yes	69	39%
Sometimes	51	28%	Rather yes	50	28%
Rarely	52	29%	Rather not	29	16%
Never	37	21%	Definitely not	12	7%
			I do not know	16	9%

Do you consider that the following have affected negatively your past job search and work experience?			Would you like to participate in the trainings offering improvement of following skills and abilities?		
Awareness of employment rights and obligations			Awareness of employment rights and obligations		
	Frequency	Percent		Frequency	Percent
Often	47	26%	Definitely yes	72	40%
Sometimes	43	24%	Rather yes	53	29%
Rarely	40	22%	Rather not	29	16%
Never	48	27%	Definitely not	15	8%
			I do not know	13	7%

Do you consider that the following have affected negatively your past job search and work experience?			Would you like to participate in the trainings offering improvement of following skills and abilities?		
Competition (by other equally skilled candidate workers)			Competition (by other equally skilled candidate workers)		
	Frequency	Percent		Frequency	Percent
Often	59	33%	Definitely yes	66	37%
Sometimes	59	33%	Rather yes	60	34%
Rarely	32	18%	Rather not	22	12%
Never	30	17%	Definitely not	13	7%
			I do not know	17	10%

Do you consider that the following have affected negatively your past job search and work experience?			Would you like to participate in the trainings offering improvement of following skills and abilities?		
Presentation skills			Presentation skills		
	Frequency	Percent		Frequency	Percent
Often	47	26%	Definitely yes	83	48%
Sometimes	50	28%	Rather yes	49	28%
Rarely	42	24%	Rather not	18	10%
Never	39	22%	Definitely not	12	7%
			I do not know	12	7%

Do you consider that the following have affected negatively your past job search and work experience?		
Communication & Social skills (behaviour-cultural misunderstandings)		
	Frequency	Percent
Often	39	22%
Sometimes	62	34%
Rarely	37	21%
Never	42	23%

Would you like to participate in the trainings offering improvement of following skills and abilities?		
Communication & Social skills (behaviour-cultural misunderstandings)		
	Frequency	Percent
Definitely yes	80	45%
Rather yes	62	35%
Rather not	16	9%
Definitely not	13	7%
I do not know	8	4%

Do you consider that the following have affected negatively your past job search and work experience?		
Teamwork skills (working in a team and communication-understanding with team members)		
	Frequency	Percent
Often	39	22%
Sometimes	37	21%
Rarely	46	26%
Never	57	32%

Would you like to participate in the trainings offering improvement of following skills and abilities?		
Teamwork skills (working in a team and communication-understanding with team members)		
	Frequency	Percent
Definitely yes	72	40%
Rather yes	53	29%
Rather not	34	19%
Definitely not	12	7%
I do not know	9	5%

Do you consider that the following have affected negatively your past job search and work experience?		
CV preparation		
	Frequency	Percent
Often	35	20%
Sometimes	47	26%
Rarely	48	27%
Never	48	27%

Would you like to participate in the trainings offering improvement of following skills and abilities?		
CV preparation		
	Frequency	Percent
Definitely yes	75	41%
Rather yes	52	29%
Rather not	17	9%
Definitely not	24	13%
I do not know	13	7%

Do you consider that the following have affected negatively your past job search and work experience?		
Knowledge of training and vocational education structures & opportunities		
	Frequency	Percent
Often	50	28%
Sometimes	46	26%
Rarely	44	25%
Never	38	21%

Would you like to participate in the trainings offering improvement of following skills and abilities?		
Knowledge of training and vocational education structures & opportunities		
	Frequency	Percent
Definitely yes	80	45%
Rather yes	46	26%
Rather not	24	14%
Definitely not	16	9%
I do not know	10	6%

Do you consider that the following have affected negatively your past job search and work experience?		
Electronic tools for job search		
	Frequency	Percent
Often	29	16%
Sometimes	46	26%
Rarely	32	18%
Never	73	41%

Would you like to participate in the trainings offering improvement of following skills and abilities?		
Electronic tools for job search		
	Frequency	Percent
Definitely yes	60	33%
Rather yes	44	24%
Rather not	31	17%
Definitely not	30	17%
I do not know	15	8%

Do you consider that the following have affected negatively your past job search and work experience?		
Bureaucracy procedures		
	Frequency	Percent
Often	46	27%
Sometimes	56	32%
Rarely	39	23%
Never	32	18%

Would you like to participate in the trainings offering improvement of following skills and abilities?		
Bureaucracy procedures		
	Frequency	Percent
Definitely yes	68	39%
Rather yes	46	26%
Rather not	26	15%
Definitely not	21	12%
I do not know	15	9%

Do you consider that the following have affected negatively your past job search and work experience?		
Going through qualification procedure, interview, self-presentation, etc		
	Frequency	Percent
Often	46	26%
Sometimes	56	32%
Rarely	41	23%
Never	34	19%

Would you like to participate in the trainings offering improvement of following skills and abilities?		
Going through qualification procedure, interview, self-presentation, etc		
	Frequency	Percent
Definitely yes	83	46%
Rather yes	56	31%
Rather not	18	10%
Definitely not	9	5%
I do not know	13	7%

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>			<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>		
<i>Carrier path creating (career orientation & job choice)</i>			<i>Carrier path creating (career orientation & job choice)</i>		
	<i>Frequency</i>	<i>Percent</i>		<i>Frequency</i>	<i>Percent</i>
<i>Often</i>	33	19%	<i>Definitely yes</i>	69	39%
<i>Sometimes</i>	65	37%	<i>Rather yes</i>	62	35%
<i>Rarely</i>	42	24%	<i>Rather not</i>	18	10%
<i>Never</i>	37	21%	<i>Definitely not</i>	16	9%

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>			<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>		
<i>Accessing information sources</i>			<i>Accessing information sources</i>		
	<i>Frequency</i>	<i>Percent</i>		<i>Frequency</i>	<i>Percent</i>
<i>Often</i>	36	20%	<i>Definitely yes</i>	64	36%
<i>Sometimes</i>	57	32%	<i>Rather yes</i>	52	29%
<i>Rarely</i>	41	23%	<i>Rather not</i>	26	15%
<i>Never</i>	44	25%	<i>Definitely not</i>	20	11%
			<i>I do not know</i>	16	9%

Table A2.10

<i>How much time can you spend on improving your job qualifications (in months)?</i>	<i>Frequency</i>	<i>Percent</i>
<i>1 month</i>	29	16%
<i>2 months</i>	26	14%
<i>6 months</i>	52	28%
<i>12 months</i>	35	19%
<i>2 years</i>	10	5%
<i>3 years</i>	7	4%
<i>more than 3 years</i>	27	15%

Table A2.11

<i>How many hours during a day can you spend on courses or trainings improving your job qualifications (in hours)?</i>	<i>Frequency</i>	<i>Percent</i>
<i>1 hour</i>	22	12%
<i>up to 2 hours</i>	63	34%
<i>up to 3 hours</i>	61	33%
<i>up to 5 hours</i>	19	10%
<i>up to 8 hours</i>	14	8%
<i>more than 8 hours</i>	7	4%

Table A2.12

<i>Have you ever taken trainings or courses improving your position on labour market?</i>	<i>Frequency</i>	<i>Percent</i>
<i>yes</i>	102	55%
<i>No</i>	84	45%

Table A2.13

<i>Do you know where to find information about trainings and courses?</i>	<i>Frequency</i>	<i>Percent</i>
<i>yes</i>	113	61%
<i>No</i>	73	39%

Table A2.14

<i>Do you know where to take training or a course?</i>	<i>Frequency</i>	<i>Percent</i>
<i>yes</i>	106	57%
<i>No</i>	80	43%

Table A2.15

<i>Are you familiar with on line training and courses through computer?</i>	<i>Frequency</i>	<i>Percent</i>
<i>yes</i>	99	53%
<i>No</i>	87	47%

Table A2.16

<i>What is the most suitable form of training for you?</i>	<i>Frequency</i>	<i>Percent</i>
<i>Traditional lectures and exercises</i>	84	26%
<i>Trainings and workshops</i>	96	29%
<i>Blended learning (partially traditional lectures and exercises; partially e-learning)</i>	69	21%
<i>Trainings via internet (e-learning)</i>	64	20%
<i>Postal courses</i>	9	3%
<i>I do not know</i>	6	2%

*Respondents could choose more than one answer, therefore the percentages do not sum into 100%

Demographic questions

Table A2.17

<i>Gender</i>	<i>Frequency</i>	<i>Percent</i>
<i>Female</i>	90	48%
<i>Male</i>	96	52%

Table A2.18

<i>What is the highest level of education you have completed?</i>	<i>Frequency</i>	<i>Percent</i>
<i>Elementary or less</i>	3	2%
<i>Basic vocational education (not a University education)</i>	31	16%
<i>High School</i>	69	37%
<i>Bachelor Degree</i>	34	18%
<i>Master Degree or higher</i>	49	26%

Table A2.19

<i>Age</i>	<i>Frequency</i>	<i>Percent</i>
<i>Less than 18 / NA</i>	32	17%
<i>18-23</i>	25	13%
<i>24-30</i>	91	49%
<i>31-40</i>	33	18%
<i>41 and more</i>	5	3%

Table A2.20

<i>Country of origin</i>	<i>Frequency</i>	<i>Percent</i>
<i>The 15 old EU Countries</i>	21	11%
<i>The 12 new EU Countries</i>	100	54%
<i>Non EU European country</i>	11	6%
<i>Non European country</i>	54	29%

APPENDIX 3: Differences between countries in terms of research results

It should be stated at the beginning that the researched group of immigrants generally seems to be convergent considering their training needs and barriers perceived. The identified differences are not decisive in terms of training needs. It indicates the possibility to address similar training programs for immigrants in all countries involved.

The conclusions about differences between countries in terms of research results are as follows:

- For each country the most important reason for immigration was economical (money)
- The researched immigrants generally migrated alone – this group is dominant in almost each researched country. The two countries where more immigrants came with wife/husband/partner/children are England and Ireland (52% and 50%). The country with the biggest amount of immigrants who migrated alone is Spain (86%)
- Generally researched immigrants intend to stay in the country where they were during the time of the researched. The small exception may be Poland where only 57% researched immigrants intend to stay in this country, comparing to 62-82% in other countries.
- The matter of unemployment is quite diversified, however there is a high unemployment rate among immigrants in each researched country. The country where the biggest amount researched immigrants do not have a job is Spain (73% compared to 21-36% in other countries). The country with highest amount of immigrants having a regular, full time job is Ireland (62% compared to 18-24% in other countries)
- Considering the level of satisfaction from job it differs among countries, but in each country most of immigrants are either unsatisfied or only partially satisfied from their job. The highest amount of immigrants fully satisfied with their job is Ireland (44% comparing to 0-33% in other countries). The highest amount of immigrants not satisfied with their job is in Italy (68% compared to 14-33% in other countries)
- Considering the correspondence of education level to the possessed job, in each country most of immigrants believe that their job is are either not corresponding or only partially corresponding to their education level.
- The level of immigrants' optimism for the change of their situation on the labour market is rather high. The one exception form the high level of optimism is Italy, where only 30% of immigrants believe that their dream job is a realistic expectation (comparing to 57-77% in other countries)
- The perceived barriers on the labour market are generally quite similar regardless the country. There are some exceptions to that (the most important exception is the fact that the biggest barriers are mostly perceived by immigrants in England):
 - The country where the highest amount of immigrants believe that “Wrong (high/low) expectations” are an important barriers is in Poland (57% comparing to 11-24% in other countries)
 - The barrier named as “Carrier path creating (career orientation & job choice)” is seen differently in each country, however in each of the researched country there is a considerable amount of immigrants who perceives the barrier as important.
 - The country where the highest amount of immigrants believe that “Understanding of labour market needs and trends” is an important barriers is in England (81% comparing to 10-29% in other countries)
 - The country where the highest amount of immigrants believe that “Awareness of employment rights and obligations” is an important barriers is in England (95% comparing to 11-46% in other countries)
 - The country where the highest amount of immigrants believe that “Competition (by other equally skilled candidate workers)” is an important barriers is in England (81% comparing to 25-32% in other countries)

- The country where the highest amount of immigrants believe that “Presentation skills” is an important barriers is in England (71% comparing to 7-32% in other countries)
- The country where the highest amount of immigrants who believe that “Communication & Social skills (behaviour-cultural misunderstandings)” is an important barriers is in England (67% comparing to 7-44% in other countries)
- The country where the highest amount of immigrants who believe that “Teamwork skills (working in a team and communication-understanding with team members)” is an important barriers is in England (57% comparing to 10-36% in other countries)
- The country where the highest amount of immigrants who believe that “CV preparation” is an important barriers is in England (57% comparing to 8-47% in other countries)
- The country where the highest amount of immigrants who believe that “Knowledge of training and vocational education structures & opportunities” is an important barrier is in England (95% comparing to 12-44% in other countries)
- The two countries where about half of immigrants do not perceive “Electronic tools for job search” as a barrier on labour market are Ireland and Spain (54 and 50% comparing to 5-21% in other countries)
- The country where the highest amount of immigrants who believe that “Bureaucracy procedures” is an important barrier is in England (86% comparing to 14-38% in other countries)
- The barrier named as “Going through qualification procedure, interview, self-presentation, etc” is seen differently in each country, however in each of the researched country there is a considerable amount of immigrants who perceives the barrier as important.
- The barrier named as “Carrier path creating (career orientation & job choice)” is seen differently in each country, however in each of the researched country there is a considerable amount of immigrants who perceives the barrier as important.
- The barrier named as “Accessing information sources” is seen differently in each country, however in each of the researched country there is a considerable amount of immigrants who perceives the barrier as important.
- The common thing in all countries is the fact, that in each of the researched group of immigrant there are considerable amounts of people, who would like to take some trainings. In most of the cases the most enthusiastic for taking trainings were immigrants in England, while the most sceptical were immigrant in Spain and Poland.
 - Most of immigrants would definitely or rather would like to participate in training about “Wrong (high/low) expectations”. Depending on the country these are 45-90% of immigrants.
 - Most of immigrants would definitely or rather would like to participate in training about “Career orientation & job choice”. Depending on the country these are 56-91% of immigrants.
 - Most of immigrants would definitely or rather would like to participate in training about “Understanding of labour market needs and trends”. Depending on the country these are 59-100% of immigrants.
 - Most of immigrants would definitely or rather would like to participate in training about “Awareness of employment rights and obligations”. Depending on the country these are 50-100% of immigrants.
 - Most of immigrants would definitely or rather would like to participate in training about “Competition (by other equally skilled candidate workers)”. Depending on the country these are 60-95% of immigrants.
 - Most of immigrants would definitely or rather would like to participate in training about “Presentation skills”. Depending on the country these are 50-95% of immigrants.
 - Most of immigrants would definitely or rather would like to participate in training about “Communication & Social skills (behaviour-cultural misunderstandings)”. Depending on the country these are 64-100% of immigrants.

- Most of immigrants would definitely or rather would like to participate in training about “Teamwork skills (working in a team and communication-understanding with team members)”. Depending on the country these are 50-95% of immigrants.
- Most of immigrants would definitely or rather would like to participate in training about “CV preparation”. Depending on the country these are 59-95% of immigrants.
- Most of immigrants would definitely or rather would like to participate in training about “Knowledge of training and vocational education structures & opportunities”. Depending on the country these are 54-100% of immigrants.
- Most of immigrants would definitely or rather would like to participate in training about “Electronic tools for job search”. Depending on the country these are 28-100% of immigrants. The countries where most of immigrants are not interested in participating in this training are Poland (72%) and Ireland (56%)
- Most of immigrants would definitely or rather would like to participate in training about “Bureaucracy procedures”. Depending on the country these are 54-100% of immigrants.
- Most of immigrants would definitely or rather would like to participate in training about “Going through qualification procedure, interview, self-presentation, etc”. Depending on the country these are 50-100% of immigrants.
- Most of immigrants would definitely or rather would like to participate in training about “Carrier path creating (career orientation & job choice)”. Depending on the country these are 58-95% of immigrants.
- Most of immigrants would definitely or rather would like to participate in training about “Accessing information sources”. Depending on the country these are 57-100% of immigrants.
- There are no significant differences between countries considering the time immigrants can spend on improving their job qualifications. One exception may be Italy, where the majority of immigrants would agree to spend no more than 2 months on trainings.
- There are no significant differences between countries considering the number of hours a day immigrants can spend on trainings improving their job qualifications. The dominant lengths of a training time during one day are 2-3 hours.
- The experience in trainings varies among immigrants in different countries. While most of immigrants in England have not taken any trainings or courses before, most of immigrants in Ireland and Spain have taken some training.
- The knowledge about finding information about training and courses varies among immigrants in different countries (compare table below). While most of immigrants in Ireland and Spain know where to take trainings or courses, most of immigrants in England, Italy and Poland do not know that.
- The familiarity with online training varies among immigrants in different countries (compare table below). With the exception of Ireland most of immigrants are not familiar with online courses or trainings.
- The preferences concerning the most suitable form of trainings vary among immigrants in different countries. Depending on the country 20-71% of immigrants indicated form of trainings with the use of internet as the most suitable for them.

This section presents the detailed data analysis concerning the differences between researched countries.

The reasons for migration were similar in each researched country. For each country the most important reason for immigration was economical (money).

Table A3.1

<i>What were the reasons of immigration from your country of origin?</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Political</i>	13%	10%	14%	11%	20%
<i>Economical (money)</i>	47%	44%	48%	33%	50%
<i>Family</i>	27%	8%	29%	33%	13%
<i>Repatriation</i>	0%	0%	0%	0%	0%
<i>Religion</i>	3%	1%	10%	0%	0%
<i>Educational</i>	10%	24%	0%	22%	7%
<i>Other</i>	0%	13%	0%	0%	10%

Source: Questionnaire survey

The researched immigrants generally migrated alone – this group is dominant in each researched country. The smaller part of them migrated with wife/husband/partner/children. There are some differences between countries in this case. The two countries where more immigrants came with wife/husband/partner/children are England and Ireland (52% and 50%) . The country with the biggest amount of immigrants who migrated alone is Spain (86%).

Table A3.2

<i>Have you come alone or with your family?</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>I have come alone</i>	48%	50%	76%	64%	86%
<i>I have come with my wife/husband/partner</i>	38%	37%	14%	21%	5%
<i>I have come with my family (wife/husband/partner and children)</i>	14%	13%	10%	14%	9%

Source: Questionnaire survey

Generally researched immigrants intend to stay in the country where they were during the time of the researched. The small exception may be Poland where only 57% researched immigrants intend to stay in this country, comparing to 62-82% in other countries.

Table A 3.3

<i>Do you intend to change the country and go to another one, or do you intend to stay in this country?</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>I intend to leave to another country</i>	19%	32%	38%	43%	18%
<i>I intend to stay in this country</i>	81%	68%	62%	57%	82%

Source: Questionnaire survey

The matter of unemployment is quite diversified. The country where the biggest amount researched immigrants do not have a job is Spain (73% compared to 21-36% in other countries). The country with highest amount of immigrants having a regular, full time job is Ireland (62% compared to 18-24% in other countries).

Table A3.4

<i>Do you have a job right now?</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Yes, regular full time</i>	24%	62%	24%	29%	18%
<i>Yes, regular part time</i>	29%	13%	33%	29%	0%
<i>Yes, casual</i>	14%	5%	19%	7%	9%
<i>No, I do not have a job</i>	33%	21%	24%	36%	73%

Source: Questionnaire survey

Considering the level of satisfaction from job it differs among countries, but in each country most of immigrants are either unsatisfied or only partially satisfied from their job. The highest amount of immigrants fully satisfied with their job is Ireland (44% comparing to 0-33% in other countries). The highest amount of immigrants not satisfied with their job is in Italy (68% compared to 14-33% in other countries).

Table A3.5

<i>Are you satisfied by your current job?</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Yes, fully</i>	14%	44%	0%	0%	33%
<i>Yes, partially</i>	71%	36%	32%	78%	33%
<i>No</i>	14%	20%	68%	22%	33%

Source: Questionnaire survey

Considering the correspondence of education level to the possessed job, in each country most of immigrants believe that their job is either not corresponding or only partially corresponding to their education level. The highest amount of immigrants that believe that their education fully corresponds with their job is Spain (50% comparing to 0-44% in other countries). The highest amount of immigrants that believe that their education does not correspond with their job is Italy (79% comparing to 29-50% in other countries).

Table A3.6

<i>Is your job or the last job you had, corresponding to your education level?</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Yes, fully</i>	29%	40%	0%	44%	50%
<i>Yes, partially</i>	43%	25%	21%	22%	0%
<i>No</i>	29%	35%	79%	33%	50%

Source: Questionnaire survey

The level of immigrants' optimism for the change of their situation on the labour market is rather high. The one exception from the high level of optimism is Italy, where only 30% of immigrants believe that their dream job is a realistic expectation (comparing to 57-77% in other countries).

Table A3.7

<i>Do you think this is a realistic expectation?</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Yes</i>	71%	62%	30%	57%	77%
<i>No</i>	5%	11%	15%	14%	9%
<i>I don't know</i>	24%	27%	55%	29%	14%

Source: Questionnaire survey

The perceived barriers on the labour market are generally quite similar regardless the country. There are however some exceptions.

The country where the highest amount of immigrants believe that "Wrong (high/low) expectations" are an important barriers is in Poland (57% comparing to 11-24% in other countries).

Table A3.8.1

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>					
<i>Wrong (high/low) expectations</i>	ENGLAND	IRELAND	ITALY	POLAND	SPAIN
<i>Often</i>	24%	11%	19%	57%	23%
<i>Sometimes</i>	52%	32%	67%	36%	36%
<i>Rarely</i>	19%	31%	5%	7%	5%
<i>Never</i>	5%	25%	10%	0%	36%

Source: Questionnaire survey

The barrier named as “Carrier path creating (career orientation & job choice)” is seen differently in each country, however in each of the researched country there is a considerable amount of immigrants who perceives the barrier as important.

Table A3.8.2

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>					
<i>Career orientation & job choice</i>	ENGLAND	IRELAND	ITALY	POLAND	SPAIN
<i>Often</i>	14%	12%	5%	14%	23%
<i>Sometimes</i>	48%	29%	65%	71%	23%
<i>Rarely</i>	33%	33%	20%	14%	18%
<i>Never</i>	5%	26%	10%	0%	36%

Source: Questionnaire survey

The country where the highest amount of immigrants believe that “Understanding of labour market needs and trends” is an important barriers is in England (81% comparing to 10-29% in other countries).

Table A3.8.3

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>					
<i>Understanding of labour market needs and trends</i>	ENGLAND	IRELAND	ITALY	POLAND	SPAIN
<i>Often</i>	81%	10%	22%	29%	23%
<i>Sometimes</i>	14%	29%	50%	43%	14%
<i>Rarely</i>	5%	37%	28%	21%	18%
<i>Never</i>	0%	25%	0%	7%	45%

Source: Questionnaire survey

The country where the highest amount of immigrants believe that “Awareness of employment rights and obligations” is an important barriers is in England (95% comparing to 11-46% in other countries).

Table A3.8.4

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>					
<i>Awareness of employment rights and obligations</i>	ENGLAND	IRELAND	ITALY	POLAND	SPAIN
<i>Often</i>	95%	11%	15%	46%	32%
<i>Sometimes</i>	0%	26%	65%	8%	9%
<i>Rarely</i>	0%	29%	15%	31%	14%
<i>Never</i>	5%	33%	5%	15%	45%

Source: Questionnaire survey

The country where the highest amount of immigrants believe that “Competition (by other equally skilled candidate workers)” is an important barriers is in England (81% comparing to 25-32% in other countries).

Table A3.8.5

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>					
<i>Competition (by other equally skilled candidate workers)</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Often</i>	81%	25%	26%	29%	32%
<i>Sometimes</i>	10%	39%	53%	36%	5%
<i>Rarely</i>	5%	19%	16%	29%	18%
<i>Never</i>	5%	16%	5%	7%	45%

Source: Questionnaire survey

The country where the highest amount of immigrants believe that “Presentation skills” is an important barriers is in England (71% comparing to 7-32% in other countries).

Table A3.8.6

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>					
<i>Presentation skills</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Often</i>	71%	19%	24%	7%	32%
<i>Sometimes</i>	14%	33%	29%	43%	9%
<i>Rarely</i>	14%	25%	35%	21%	18%
<i>Never</i>	0%	23%	12%	29%	41%

Source: Questionnaire survey

The country where the highest amount of immigrants who believe that “Communication & Social skills (behaviour-cultural misunderstandings)” is an important barriers is in England (67% comparing to 7-44% in other countries).

Table A3.8.7

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>					
<i>Communication & Social skills (behaviour-cultural misunderstandings)</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Often</i>	67%	10%	44%	7%	23%
<i>Sometimes</i>	24%	37%	50%	36%	18%
<i>Rarely</i>	10%	28%	0%	21%	14%
<i>Never</i>	0%	25%	6%	36%	45%

Source: Questionnaire survey

The country where the highest amount of immigrants who believe that “Teamwork skills (working in a team and communication-understanding with team members)” is an important barriers is in England (57% comparing to 10-36% in other countries).

Table A3.8.8

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>					
<i>Teamwork skills (working in a team and communication-understanding with team members)</i>	ENGLAND	IRELAND	ITALY	POLAND	SPAIN
<i>Often</i>	57%	10%	33%	15%	36%
<i>Sometimes</i>	24%	18%	39%	15%	18%
<i>Rarely</i>	14%	27%	22%	54%	18%
<i>Never</i>	5%	45%	6%	15%	27%

Source: Questionnaire survey

The country where the highest amount of immigrants who believe that “CV preparation” is an important barriers is in England (57% comparing to 8-47% in other countries).

Table A3.8.9

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>					
<i>CV preparation</i>	ENGLAND	IRELAND	ITALY	POLAND	SPAIN
<i>Often</i>	57%	10%	33%	15%	36%
<i>Sometimes</i>	24%	18%	39%	15%	18%
<i>Rarely</i>	14%	27%	22%	54%	18%
<i>Never</i>	5%	45%	6%	15%	27%

Source: Questionnaire survey

The country where the highest amount of immigrants who believe that “Knowledge of training and vocational education structures & opportunities” is an important barrier is in England (95% comparing to 12-44% in other countries).

Table A3.8.10

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>					
<i>Knowledge of training and vocational education structures & opportunities</i>	ENGLAND	IRELAND	ITALY	POLAND	SPAIN
<i>Often</i>	95%	12%	44%	36%	23%
<i>Sometimes</i>	5%	28%	33%	29%	27%
<i>Rarely</i>	0%	32%	22%	29%	14%
<i>Never</i>	0%	28%	0%	7%	36%

Source: Questionnaire survey

The two countries where about half of immigrants do not perceive Electronic tools for job search as a barrier on labour market are Ireland and Spain (54 and 50% comparing to 5-21% in other countries).

Table A3.8.11

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>					
<i>Electronic tools for job search</i>	ENGLAND	IRELAND	ITALY	POLAND	SPAIN
<i>Often</i>	43%	4%	33%	21%	32%
<i>Sometimes</i>	43%	20%	50%	21%	18%
<i>Rarely</i>	10%	22%	11%	36%	0%
<i>Never</i>	5%	54%	6%	21%	50%

Source: Questionnaire survey

The country where the highest amount of immigrants who believe that “Bureaucracy procedures” is an important barrier is in England (86% comparing to 14-38% in other countries).

Table A3.8.12

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>					
<i>Bureaucracy procedures</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Often</i>	86%	14%	31%	38%	18%
<i>Sometimes</i>	14%	39%	44%	8%	27%
<i>Rarely</i>	0%	25%	19%	38%	27%
<i>Never</i>	0%	23%	6%	15%	27%

Source: Questionnaire survey

The barrier named as “Going through qualification procedure, interview, self-presentation, etc” is seen differently in each country, however in each of the researched country there is a considerable amount of immigrants who perceives the barrier as important.

Table A3.8.13

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>					
<i>Going through qualification procedure, interview, self-presentation, etc</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Often</i>	62%	13%	44%	50%	27%
<i>Sometimes</i>	33%	35%	50%	8%	14%
<i>Rarely</i>	5%	30%	6%	25%	23%
<i>Never</i>	0%	23%	0%	17%	36%

Source: Questionnaire survey

The barrier named as “Carrier path creating (career orientation & job choice)” is seen differently in each country, however in each of the researched country there is a considerable amount of immigrants who perceives the barrier as important.

Table A3.8.14

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>					
<i>Carrier path creating (career orientation & job choice)</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Often</i>	48%	9%	13%	50%	23%
<i>Sometimes</i>	48%	36%	69%	14%	23%
<i>Rarely</i>	0%	31%	19%	21%	18%
<i>Never</i>	5%	25%	0%	14%	36%

Source: Questionnaire survey

The barrier named as “Accessing information sources” is seen differently in each country, however in each of the researched country there is a considerable amount of immigrants who perceives the barrier as important.

Table A3.8.15

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>					
<i>Accessing information sources</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Often</i>	62%	8%	31%	50%	14%
<i>Sometimes</i>	24%	37%	50%	21%	9%
<i>Rarely</i>	10%	26%	19%	21%	27%
<i>Never</i>	5%	30%	0%	7%	50%

Source: Questionnaire survey

The common thing in all countries is the fact, that in each of the researched group of immigrant there are considerable amounts of people, who would like to take some trainings. In most of the cases the most enthusiastic for taking trainings were immigrants in England, while the most sceptical were immigrant in Spain and Poland.

Most of immigrants would definitely or rather would like to participate in training about “Wrong (high/low) expectations”. Depending on the country these are 45-90% of immigrants.

Table A3.9.1

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>					
<i>Wrong (high/low) expectations</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Definitely yes</i>	52%	30%	6%	36%	27%
<i>Rather yes</i>	38%	27%	82%	36%	18%
<i>Rather not</i>	5%	17%	12%	14%	9%
<i>Definitely not</i>	0%	14%	0%	7%	14%
<i>I do not know</i>	5%	12%	0%	7%	32%

Source: Questionnaire survey

Most of immigrants would definitely or rather would like to participate in training about “Career orientation & job choice”. Depending on the country these are 56-91% of immigrants.

Table A3.9.2

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>					
<i>Career orientation & job choice</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Definitely yes</i>	48%	32%	29%	29%	41%
<i>Rather yes</i>	43%	35%	43%	36%	14%
<i>Rather not</i>	5%	19%	29%	21%	5%
<i>Definitely not</i>	5%	11%	0%	14%	14%
<i>I do not know</i>	0%	4%	0%	0%	27%

Source: Questionnaire survey

Most of immigrants would definitely or rather would like to participate in training about “Understanding of labour market needs and trends”. Depending on the country these are 59-100% of immigrants.

Table A3.9.3

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>					
<i>Understanding of labour market needs and trends</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Definitely yes</i>	90%	29%	33%	29%	50%
<i>Rather yes</i>	10%	37%	33%	21%	9%
<i>Rather not</i>	0%	19%	27%	36%	0%
<i>Definitely not</i>	0%	9%	0%	14%	5%
<i>I do not know</i>	0%	7%	7%	0%	36%

Source: Questionnaire survey

Most of immigrants would definitely or rather would like to participate in training about “Awareness of employment rights and obligations”. Depending on the country these are 50-100% of immigrants.

Table A3.9.4

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>					
<i>Awareness of employment rights and obligations</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Definitely yes</i>	95%	29%	33%	29%	50%
<i>Rather yes</i>	5%	34%	44%	21%	23%
<i>Rather not</i>	0%	21%	17%	21%	5%
<i>Definitely not</i>	0%	8%	6%	21%	9%
<i>I do not know</i>	0%	8%	0%	7%	14%

Source: Questionnaire survey

Most of immigrants would definitely or rather would like to participate in training about “Competition”. Depending on the country these are 60-95% of immigrants.

Table A3.9.5

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>					
<i>Competition (by other equally skilled candidate workers)</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Definitely yes</i>	81%	34%	22%	23%	32%
<i>Rather yes</i>	14%	36%	56%	46%	18%
<i>Rather not</i>	0%	14%	17%	8%	14%
<i>Definitely not</i>	0%	9%	0%	15%	9%
<i>I do not know</i>	5%	8%	6%	8%	27%

Source: Questionnaire survey

Most of immigrants would definitely or rather would like to participate in training about “Presentation skills”. Depending on the country these are 50-95% of immigrants.

Table A3.9.6

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>					
<i>Presentation skills</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Definitely yes</i>	80%	43%	44%	43%	45%
<i>Rather yes</i>	15%	34%	31%	36%	5%
<i>Rather not</i>	5%	11%	13%	0%	18%
<i>Definitely not</i>	0%	7%	0%	21%	9%
<i>I do not know</i>	0%	5%	13%	0%	23%

Source: Questionnaire survey

Most of immigrants would definitely or rather would like to participate in training about “Communication & Social skills (behaviour-cultural misunderstandings)”. Depending on the country these are 64-100% of immigrants.

Table A3.9.7

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>					
<i>Communication & Social skills (behaviour-cultural misunderstandings)</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Definitely yes</i>	81%	41%	41%	29%	41%
<i>Rather yes</i>	19%	36%	59%	36%	23%
<i>Rather not</i>	0%	10%	0%	29%	9%
<i>Definitely not</i>	0%	9%	0%	7%	14%
<i>I do not know</i>	0%	5%	0%	0%	14%

Source: Questionnaire survey

Most of immigrants would definitely or rather would like to participate in training about “Teamwork skills (working in a team and communication-understanding with team members)”. Depending on the country these are 50-95% of immigrants.

Table A3.9.8

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>					
<i>Teamwork skills (working in a team and communication-understanding with team members)</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Definitely yes</i>	76%	33%	35%	21%	55%
<i>Rather yes</i>	19%	29%	47%	29%	27%
<i>Rather not</i>	0%	22%	12%	50%	9%
<i>Definitely not</i>	5%	10%	0%	0%	0%
<i>I do not know</i>	0%	6%	6%	0%	9%

Source: Questionnaire survey

Most of immigrants would definitely or rather would like to participate in training about “CV preparation”. Depending on the country these are 59-95% of immigrants.

Table A3.9.9

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>					
<i>CV preparation</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Definitely yes</i>	76%	36%	44%	29%	41%
<i>Rather yes</i>	19%	28%	50%	36%	18%
<i>Rather not</i>	0%	12%	6%	0%	14%
<i>Definitely not</i>	0%	17%	0%	36%	5%
<i>I do not know</i>	5%	7%	0%	0%	23%

Source: Questionnaire survey

Most of immigrants would definitely or rather would like to participate in training about “Knowledge of training and vocational education structures & opportunities”. Depending on the country these are 54-100% of immigrants.

Table A3.9.10

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>					
<i>Knowledge of training and vocational education structures & opportunities</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Definitely yes</i>	100%	40%	38%	29%	36%
<i>Rather yes</i>	0%	28%	44%	43%	18%
<i>Rather not</i>	0%	16%	19%	14%	9%
<i>Definitely not</i>	0%	12%	0%	7%	14%
<i>I do not know</i>	0%	4%	0%	7%	23%

Source: Questionnaire survey

Most of immigrants would definitely or rather would like to participate in training about “Electronic tools for job search”. Depending on the country these are 28-100% of immigrants. The countries where most of immigrants are not interested in participating in this training are Poland (72%) and Ireland (56%).

Table A3.9.11

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>					
<i>Electronic tools for job search</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Definitely yes</i>	67%	29%	28%	14%	41%
<i>Rather yes</i>	33%	16%	67%	14%	27%
<i>Rather not</i>	0%	23%	6%	43%	0%
<i>Definitely not</i>	0%	23%	0%	29%	9%
<i>I do not know</i>	0%	10%	0%	0%	23%

Source: Questionnaire survey

Most of immigrants would definitely or rather would like to participate in training about “Bureaucracy procedures”. Depending on the country these are 54-100% of immigrants.

Table A3.9.12

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>					
<i>Bureaucracy procedures</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Definitely yes</i>	100%	29%	40%	23%	36%
<i>Rather yes</i>	0%	31%	33%	31%	18%
<i>Rather not</i>	0%	16%	27%	31%	5%
<i>Definitely not</i>	0%	14%	0%	15%	18%
<i>I do not know</i>	0%	10%	0%	0%	23%

Source: Questionnaire survey

Most of immigrants would definitely or rather would like to participate in training about “Going through qualification procedure, interview, self-presentation, etc”. Depending on the country these are 50-100% of immigrants.

Table A3.9.13

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>					
<i>Going through qualification procedure, interview, self-presentation, etc</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Definitely yes</i>	81%	43%	50%	21%	41%
<i>Rather yes</i>	19%	33%	50%	29%	23%
<i>Rather not</i>	0%	12%	0%	36%	5%
<i>Definitely not</i>	0%	6%	0%	7%	9%
<i>I do not know</i>	0%	7%	0%	7%	23%

Source: Questionnaire survey

Most of immigrants would definitely or rather would like to participate in training about “Carrier path creating (career orientation & job choice)”. Depending on the country these are 58-95% of immigrants.

Table A3.9.14

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>					
<i>Carrier path creating (career orientation & job choice)</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Definitely yes</i>	67%	31%	35%	29%	55%
<i>Rather yes</i>	29%	39%	53%	29%	9%
<i>Rather not</i>	5%	12%	12%	0%	9%
<i>Definitely not</i>	0%	10%	0%	21%	9%
<i>I do not know</i>	0%	7%	0%	21%	18%

Source: Questionnaire survey

Most of immigrants would definitely or rather would like to participate in training about “Accessing information sources”. Depending on the country these are 57-100% of immigrants.

Table A3.9.15

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>					
<i>Accessing information sources</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Definitely yes</i>	76%	30%	25%	36%	36%
<i>Rather yes</i>	24%	27%	56%	29%	27%
<i>Rather not</i>	0%	18%	19%	21%	5%
<i>Definitely not</i>	0%	15%	0%	14%	9%
<i>I do not know</i>	0%	10%	0%	0%	23%

Source: Questionnaire survey

There are no significant differences between countries considering the time immigrants can spend on improving their job qualifications. One exception may be Italy, where the majority of immigrants would agree to spend no more than 2 months on trainings.

Table A3.10

<i>How much time can you spend on improving your job qualifications (in months)?</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>1 month</i>	5%	15%	38%	7%	14%
<i>2 months</i>	14%	11%	33%	7%	14%
<i>6 months</i>	38%	24%	19%	36%	41%
<i>12 months</i>	24%	20%	10%	21%	14%
<i>2 years</i>	10%	6%	0%	7%	0%
<i>3 years</i>	5%	5%	0%	0%	5%
<i>More than 3 years</i>	5%	19%	0%	21%	14%

Source: Questionnaire survey

There are no significant differences between countries considering the number of hours a day immigrants can spend on trainings improving their job qualifications.

Table A3.11

<i>How much time can you spend on improving your job qualifications (in months)?</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>1 hour</i>	5%	19%	0%	0%	0%
<i>up to 2 hours</i>	52%	31%	29%	50%	23%
<i>up to 3 hours</i>	19%	29%	57%	29%	45%
<i>up to 5 hours</i>	10%	8%	5%	21%	18%
<i>up to 8 hours</i>	14%	8%	10%	0%	0%
<i>more than 8 hours</i>	0%	4%	0%	0%	14%

Source: Questionnaire survey

The dominant lengths of a training time during one day are 2-3 hours. The experience in trainings varies among immigrants in different countries. While most of immigrants in England have not taken any trainings or courses before, most of immigrants in Ireland and Spain have taken some training.

Table A3.12

<i>Have you ever taken trainings or courses improving your position on labour market?</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Yes</i>	19%	64%	48%	43%	59%
<i>No</i>	81%	36%	52%	57%	41%

Source: Questionnaire survey

The knowledge about finding information about training and courses varies among immigrants in different countries. While most of immigrants in Ireland and Spain know where to take trainings or courses, most of immigrants in England, Italy and Poland do not know that.

Table A3.13-14

<i>Do you know where to find information about trainings and courses?</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Yes</i>	19%	76%	29%	29%	77%
<i>No</i>	81%	24%	71%	71%	23%

<i>Do you know where to take a training or a course?</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Yes</i>	14%	69%	24%	29%	86%
<i>No</i>	86%	31%	76%	71%	14%

Source: Questionnaire survey

The familiarity with online training varies among immigrants in different countries. With the exception of Ireland most of immigrants are not familiar with online courses or trainings.

Table A3.15

<i>Are you familiar with on line training and courses through computer?</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Yes</i>	19%	73%	33%	29%	23%
<i>No</i>	81%	27%	67%	71%	77%

Source: Questionnaire survey

The preferences concerning the most suitable form of trainings vary among immigrants in different countries. Depending on the country 20-71% of immigrants indicated form of trainings with the use of internet as the most suitable for them.

Table A3.16

<i>What is the most suitable form of training for you?</i>	<i>ENGLAND</i>	<i>IRELAND</i>	<i>ITALY</i>	<i>POLAND</i>	<i>SPAIN</i>
<i>Traditional lectures and exercises</i>	3%	27%	43%	0%	33%
<i>Trainings and workshops</i>	26%	26%	29%	50%	44%
<i>Blended learning (partially traditional lectures and exercises; partially e-learning)</i>	48%	19%	0%	29%	19%
<i>Trainings via internet (e-learning)</i>	23%	22%	24%	14%	3%
<i>Postal courses</i>	0%	4%	0%	7%	0%
<i>I do not know</i>	0%	2%	5%	0%	0%

Source: Questionnaire survey

APPENDIX 4: Differences between groups of immigrants from different countries of origin

Surprisingly there are no bigger differences in immigrants from EU and outside EU. With some exceptions, the non EU immigrants are in no worse situation than EU immigrants (and the most important exception is that 47% of non EU immigrants do not have a job, comparing to 21% of EU immigrants without a job). Therefore hypothesis that non EU immigrants are more discriminated or in a much worse situation on labour market cannot be definitely confirmed.

The conclusions about differences between old 15 EU countries; new 12 EU countries and non EU countries in terms of research results are as follows:

- Besides economical reasons for migration, for immigrants from non EU countries the important reasons are also educational and political.
- The non EU immigrants more often migrated alone.
- 47% of non EU immigrants do not have a job, comparing to 21% of EU immigrants without a job
- The satisfaction level from the job of non EU immigrants is very similar to the level of EU immigrants.
- The conviction that the possess education level is corresponding to the possess job is quite similar for both non EU and EU immigrants.
- The non EU immigrants are bit more optimistic about the future than EU immigrants.
- The perception of labour market barriers is rather similar for both non EU and EU immigrants. Some barriers the non EU immigrants perceive as slightly bigger (especially “Awareness of employment rights and obligations”; “Career orientation & job choice”), while other are perceive as bigger by EU immigrants (especially “CV preparation”; “Communication & Social skills (behaviour-cultural misunderstandings)”).
- The non EU immigrants are more willing to take trainings and courses. This applies especially to: “Teamwork skills (working in a team and communication-understanding with team members)” - 55% of non EU immigrants who definitely would like to participate in this training comparing to 31% of EU immigrants; “Carrier path creating (career orientation & job choice)” - 52% of non EU immigrants who definitely would like to participate in this training comparing to 32% of EU immigrants; “Understanding of labour market needs and trends” - 50% of non EU immigrants who definitely would like to participate in this training comparing to 33% of EU immigrants.
- The time that can be spend for trainings and courses is generally similar in the two groups.
- The EU immigrants slightly more often took part in trainings or courses improving their position on labour market and they are better informed about trainings and courses. They are also a bit more familiar with online courses.
- The non EU immigrants are slightly better informed where to take a trainings.

Detailed results of research considering immigrants depending on the country of origin are presented in tables below.

Table A4.1

<i>What were the reasons of immigration from your country of origin?</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Political</i>	12%	9%	16%
<i>Economical (money)</i>	40%	54%	32%
<i>Family</i>	28%	11%	17%
<i>Repatriation</i>	0%	0%	0%

<i>Religion</i>	4%	1%	1%
<i>Educational</i>	8%	18%	21%
<i>Other</i>	8%	7%	13%

Source: Questionnaire survey

Table A4.2

<i>Have you come alone or with your family?</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>I have come alone</i>	52%	53%	67%
<i>I have come with my wife/husband/partner</i>	29%	40%	14%
<i>I have come with my family (wife/husband/partner and children)</i>	19%	7%	19%

Source: Questionnaire survey

Table A4.3

<i>Do you intend to change the country and go to another one, or do you intend to stay in this country?</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>I intend to leave to another country</i>	10%	37%	27%
<i>I intend to stay in this country</i>	90%	63%	73%

Source: Questionnaire survey

Table A4.4

<i>Do you have a job right now?</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Yes, regular full time</i>	14%	59%	34%
<i>Yes, regular part time</i>	33%	15%	14%
<i>Yes, casual</i>	14%	9%	5%
<i>No, I do not have a job</i>	38%	17%	47%

Source: Questionnaire survey

Table A4.5

<i>Are you satisfied by your current job?</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Yes, fully</i>	21%	33%	29%
<i>Yes, partially</i>	57%	38%	46%
<i>No</i>	21%	29%	26%

Source: Questionnaire survey

Table A4.6

<i>Is your job or the last job you had, corresponding to your education level?</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Yes, fully</i>	38%	27%	49%
<i>Yes, partially</i>	15%	27%	23%
<i>No</i>	46%	46%	29%

Source: Questionnaire survey

Table A4.7.1

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>			
<i>Wrong (high/low) expectations</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Often</i>	24%	17%	18%
<i>Sometimes</i>	57%	33%	43%
<i>Rarely</i>	10%	27%	18%
<i>Never</i>	10%	23%	20%

Source: Questionnaire survey

Table A4.7.2

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>			
<i>Career orientation & job choice</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Often</i>	10%	11%	17%
<i>Sometimes</i>	43%	42%	29%
<i>Rarely</i>	33%	25%	32%
<i>Never</i>	14%	22%	22%

Source: Questionnaire survey

Table A4.7.3

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>			
<i>Understanding of labour market needs and trends</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Often</i>	29%	20%	23%
<i>Sometimes</i>	33%	28%	28%
<i>Rarely</i>	33%	31%	25%
<i>Never</i>	5%	21%	25%

Source: Questionnaire survey

Table A4.7.4

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>			
<i>Awareness of employment rights and obligations</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Often</i>	35%	20%	33%
<i>Sometimes</i>	35%	26%	19%
<i>Rarely</i>	20%	23%	22%
<i>Never</i>	10%	31%	27%

Source: Questionnaire survey

Table A4.7.5

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>			
<i>Competition (by other equally skilled candidate workers)</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Often</i>	47%	29%	34%
<i>Sometimes</i>	37%	35%	28%
<i>Rarely</i>	16%	20%	15%
<i>Never</i>	0%	16%	23%

Source: Questionnaire survey

Table A4.7.6

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>			
<i>Presentation skills</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Often</i>	26%	25%	29%
<i>Sometimes</i>	32%	33%	19%
<i>Rarely</i>	26%	23%	24%
<i>Never</i>	16%	19%	29%

Source: Questionnaire survey

Table A4.7.7

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>			
<i>Communication & Social skills (behaviour-cultural misunderstandings)</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Often</i>	26%	23%	18%
<i>Sometimes</i>	42%	30%	38%
<i>Rarely</i>	16%	26%	14%
<i>Never</i>	16%	21%	29%

Source: Questionnaire survey

Table A4.7.8

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>			
<i>Teamwork skills (working in a team and communication-understanding with team members)</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Often</i>	20%	21%	23%
<i>Sometimes</i>	30%	18%	22%
<i>Rarely</i>	30%	23%	28%
<i>Never</i>	20%	37%	28%

Source: Questionnaire survey

Table A4.7.9

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>			
<i>CV preparation</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Often</i>	21%	23%	14%
<i>Sometimes</i>	21%	22%	34%
<i>Rarely</i>	42%	25%	25%
<i>Never</i>	16%	29%	27%

Source: Questionnaire survey

Table A4.7.10

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>			
<i>Knowledge of training and vocational education structures & opportunities</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Often</i>	40%	27%	27%
<i>Sometimes</i>	20%	26%	28%
<i>Rarely</i>	35%	24%	22%
<i>Never</i>	5%	23%	23%

Source: Questionnaire survey

Table A4.7.11

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>			
<i>Electronic tools for job search</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Often</i>	25%	14%	17%
<i>Sometimes</i>	20%	27%	25%
<i>Rarely</i>	30%	15%	18%
<i>Never</i>	25%	44%	40%

Source: Questionnaire survey

Table A4.7.12

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>			
<i>Bureaucracy procedures</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Often</i>	53%	20%	29%
<i>Sometimes</i>	29%	33%	32%
<i>Rarely</i>	18%	22%	25%
<i>Never</i>	0%	25%	14%

Source: Questionnaire survey

Table A4.7.13

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>			
<i>Going through qualification procedure, interview, self-presentation, etc</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Often</i>	47%	23%	24%
<i>Sometimes</i>	21%	36%	29%
<i>Rarely</i>	26%	21%	25%
<i>Never</i>	5%	20%	22%

Source: Questionnaire survey

Table A4.7.14

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>			
<i>Carrier path creating (career orientation & job choice)</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Often</i>	21%	17%	20%
<i>Sometimes</i>	42%	36%	36%
<i>Rarely</i>	26%	24%	22%
<i>Never</i>	11%	22%	22%

Source: Questionnaire survey

Table A4.7.14

<i>Do you consider that the following have affected negatively your past job search and work experience?</i>			
<i>Accessing information sources</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Often</i>	26%	18%	22%
<i>Sometimes</i>	26%	34%	31%
<i>Rarely</i>	26%	24%	20%
<i>Never</i>	21%	23%	28%

Source: Questionnaire survey

Table A4.8.1

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>			
<i>Wrong (high/low) expectations</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Definitely yes</i>	25%	26%	39%
<i>Rather yes</i>	45%	37%	23%
<i>Rather not</i>	20%	17%	8%
<i>Definitely not</i>	5%	11%	13%
<i>I do not know</i>	5%	10%	17%

Source: Questionnaire survey

Table A4.8.2

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>			
<i>Career orientation & job choice</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Definitely yes</i>	32%	28%	44%
<i>Rather yes</i>	32%	41%	23%
<i>Rather not</i>	37%	16%	11%
<i>Definitely not</i>	0%	9%	14%
<i>I do not know</i>	0%	5%	8%

Source: Questionnaire survey

Table A4.8.3

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>			
<i>Understanding of labour market needs and trends</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Definitely yes</i>	39%	32%	50%
<i>Rather yes</i>	33%	33%	20%
<i>Rather not</i>	28%	18%	11%
<i>Definitely not</i>	0%	9%	6%
<i>I do not know</i>	0%	9%	13%

Source: Questionnaire survey

Table A4.8.4

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>			
<i>Awareness of employment rights and obligations</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Definitely yes</i>	50%	31%	49%
<i>Rather yes</i>	25%	32%	26%
<i>Rather not</i>	20%	19%	11%
<i>Definitely not</i>	0%	10%	8%
<i>I do not know</i>	5%	8%	6%

Source: Questionnaire survey

Table A4.8.5

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>			
<i>Competition (by other equally skilled candidate workers)</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Definitely yes</i>	45%	33%	40%
<i>Rather yes</i>	30%	36%	31%
<i>Rather not</i>	25%	14%	6%
<i>Definitely not</i>	0%	6%	11%
<i>I do not know</i>	0%	10%	11%

Source: Questionnaire survey

Table A4.8.6

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>			
<i>Presentation skills</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Definitely yes</i>	63%	39%	56%
<i>Rather yes</i>	21%	37%	16%
<i>Rather not</i>	16%	10%	10%
<i>Definitely not</i>	0%	6%	10%
<i>I do not know</i>	0%	7%	8%

Source: Questionnaire survey

Table A4.8.7

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>			
<i>Communication & Social skills (behaviour-cultural misunderstandings)</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Definitely yes</i>	42%	39%	54%
<i>Rather yes</i>	37%	41%	25%
<i>Rather not</i>	16%	7%	9%
<i>Definitely not</i>	5%	7%	8%
<i>I do not know</i>	0%	5%	5%

Source: Questionnaire survey

Table A4.8.8

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>			
<i>Teamwork skills (working in a team and communication-understanding with team members)</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Definitely yes</i>	32%	31%	55%
<i>Rather yes</i>	26%	35%	22%
<i>Rather not</i>	32%	20%	14%
<i>Definitely not</i>	5%	8%	5%
<i>I do not know</i>	5%	5%	5%

Source: Questionnaire survey

Table A4.8.9

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>			
<i>CV preparation</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Definitely yes</i>	37%	41%	44%
<i>Rather yes</i>	37%	34%	19%
<i>Rather not</i>	11%	7%	13%
<i>Definitely not</i>	16%	13%	13%
<i>I do not know</i>	0%	5%	13%

Source: Questionnaire survey

Table A4.8.10

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>			
<i>Knowledge of training and vocational education structures & opportunities</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Definitely yes</i>	39%	47%	45%
<i>Rather yes</i>	33%	25%	26%
<i>Rather not</i>	28%	14%	10%
<i>Definitely not</i>	0%	9%	11%
<i>I do not know</i>	0%	5%	8%

Source: Questionnaire survey

Table A4.8.11

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>			
<i>Electronic tools for job search</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Definitely yes</i>	29%	29%	42%
<i>Rather yes</i>	33%	23%	24%
<i>Rather not</i>	19%	21%	11%
<i>Definitely not</i>	19%	18%	15%
<i>I do not know</i>	0%	10%	8%

Source: Questionnaire survey

Table A4.8.12

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>			
<i>Bureaucracy procedures</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Definitely yes</i>	47%	33%	45%
<i>Rather yes</i>	32%	24%	27%
<i>Rather not</i>	16%	17%	11%
<i>Definitely not</i>	0%	16%	10%
<i>I do not know</i>	5%	11%	6%

Source: Questionnaire survey

Table A4.8.13

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>			
<i>Going through qualification procedure, interview, self-presentation, etc</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Definitely yes</i>	47%	44%	50%
<i>Rather yes</i>	37%	33%	27%
<i>Rather not</i>	11%	11%	8%
<i>Definitely not</i>	5%	4%	6%
<i>I do not know</i>	0%	8%	8%

Source: Questionnaire survey

Table A4.8.14

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>			
<i>Carrier path creating (career orientation & job choice)</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Definitely yes</i>	40%	30%	52%
<i>Rather yes</i>	35%	43%	21%
<i>Rather not</i>	15%	11%	6%
<i>Definitely not</i>	10%	7%	11%
<i>I do not know</i>	0%	8%	10%

Source: Questionnaire survey

Table A4.8.15

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>			
<i>Accessing information sources</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Definitely yes</i>	37%	30%	45%
<i>Rather yes</i>	21%	31%	29%
<i>Rather not</i>	21%	20%	5%
<i>Definitely not</i>	16%	9%	13%
<i>I do not know</i>	5%	10%	8%

Source: Questionnaire survey

Table A4.8.16

<i>Would you like to participate in the trainings offering improvement of following skills and abilities?</i>			
<i>Accessing information sources</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Definitely yes</i>	37%	30%	45%
<i>Rather yes</i>	21%	31%	29%
<i>Rather not</i>	21%	20%	5%
<i>Definitely not</i>	16%	9%	13%
<i>I do not know</i>	5%	10%	8%

Source: Questionnaire survey

Table A4.9

<i>How much time can you spend on improving your job qualifications (in months)?</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>1 month</i>	5%	17%	17%
<i>2 months</i>	19%	12%	15%
<i>6 months</i>	24%	25%	34%
<i>12 months</i>	24%	19%	17%
<i>2 years</i>	0%	7%	5%
<i>3 years</i>	10%	4%	2%
<i>more than 3 years</i>	19%	16%	11%

Source: Questionnaire survey

Table A4.10

<i>How many hours during a day can you spend on courses or trainings improving your job qualifications (in hours)?</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>1 hour</i>	10%	13%	11%
<i>up to 2 hours</i>	14%	42%	28%
<i>up to 3 hours</i>	43%	28%	37%
<i>up to 5 hours</i>	14%	5%	17%
<i>up to 8 hours</i>	14%	10%	2%
<i>more than 8 hours</i>	5%	2%	6%

Source: Questionnaire survey

Table A4.11

<i>Have you ever taken trainings or courses improving your position on labour market?</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Yes</i>	43%	59%	52%
<i>No</i>	57%	41%	48%

Source: Questionnaire survey

Table A4.12

<i>Do you know where to find information about trainings and courses?</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Yes</i>	48%	67%	55%
<i>No</i>	52%	33%	45%

Source: Questionnaire survey

Table A4.13

<i>Do you know where to take a training or a course?</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Yes</i>	52%	55%	62%
<i>No</i>	48%	45%	38%

Source: Questionnaire survey

Table A4.14

<i>Are you familiar with on line training and courses through computer?</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Yes</i>	38%	59%	49%
<i>No</i>	62%	41%	51%

Source: Questionnaire survey

Table A4.15

<i>What is the most suitable form of training for you?</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Traditional lectures and exercises</i>	30%	25%	26%
<i>Trainings and workshops</i>	27%	27%	34%
<i>Blended learning (partially traditional lectures and exercises; partially e-learning)</i>	18%	20%	24%
<i>Trainings via internet (e-learning)</i>	18%	24%	13%
<i>Postal courses</i>	0%	3%	3%
<i>I do not know</i>	6%	2%	1%

Source: Questionnaire survey

Table A4.16

<i>Gender</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Female</i>	67%	50%	40%
<i>Male</i>	33%	50%	60%

Source: Questionnaire survey

Table A4.17

<i>Completed education</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>Elementary or less</i>	0%	0%	5%
<i>Basic vocational education (not a University education)</i>	20%	18%	10%
<i>High School</i>	44%	38%	27%
<i>Bachelor Degree</i>	4%	13%	29%
<i>Master Degree or higher</i>	16%	28%	23%

Source: Questionnaire survey

Table A4.18

<i>Age</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>less than 18 / NA</i>	33%	17%	12%
<i>18-23</i>	10%	11%	18%
<i>24-30</i>	38%	53%	46%
<i>31-40</i>	14%	18%	18%
<i>41 and more</i>	5%	1%	5%

Source: Questionnaire survey

Table A4.18

<i>Country of origin</i>	<i>OLD 15 EU COUNTRIES</i>	<i>NEW 12 EU COUNTRIES</i>	<i>NON EU COUNTRIES</i>
<i>The 15 old EU Countries</i>	100%	0%	0%
<i>The 12 new EU Countries</i>	0%	100%	0%
<i>Non EU European country</i>	0%	0%	17%
<i>Non European country</i>	0%	0%	83%

Source: Questionnaire survey

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