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Evaluation of views and attitudes given by migrants, educators and employers

1. Introduction

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

This first evaluation describes the state BEFORE the first training from different perspectives

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



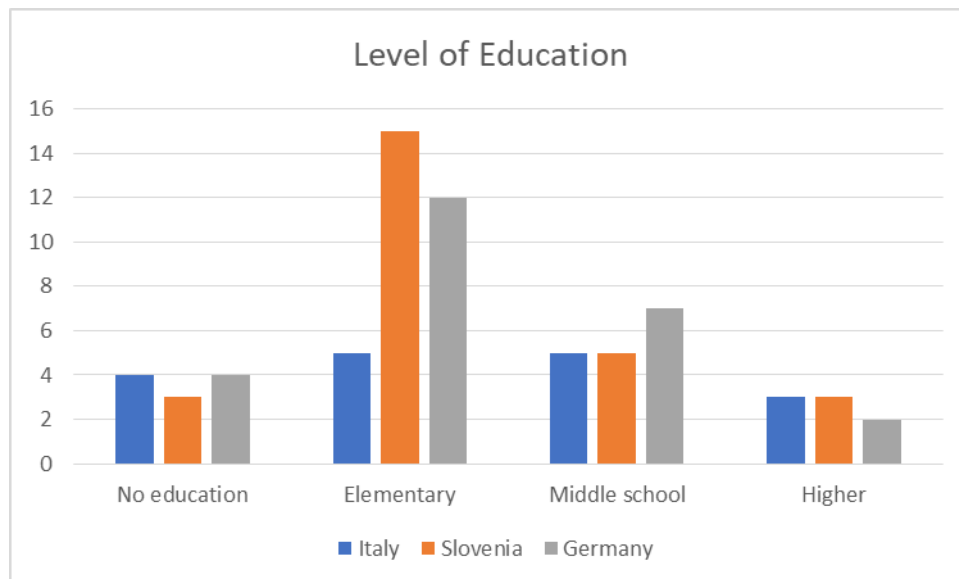


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2. Survey of migrants

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

Graph 1:

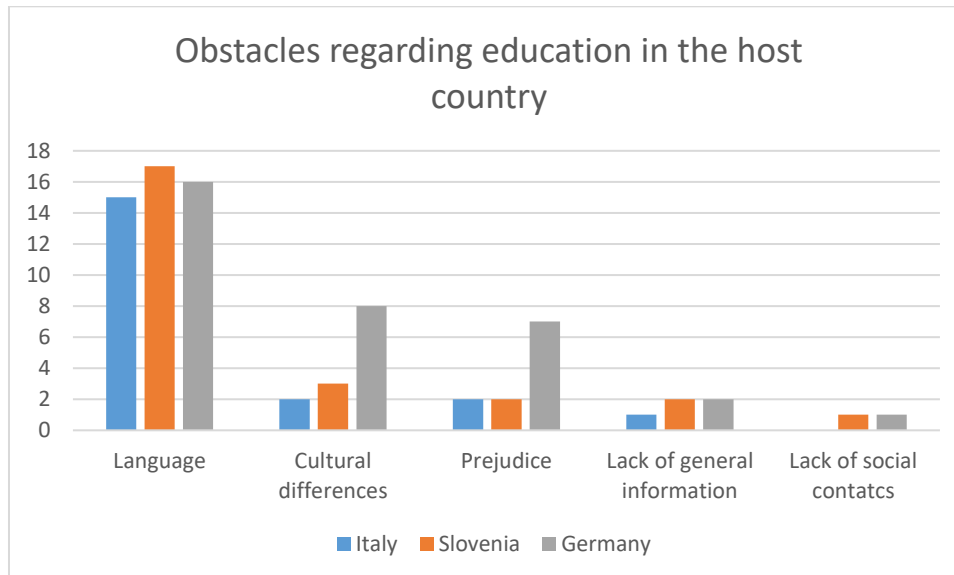


The migrants in the three partner countries give roughly the same picture of their own educational situation. Most of them have reached the elementary level, many have the middle school degree and very few have, for example, a university degree. But it is also amazing that some (unaccompanied) young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



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Graph 2:

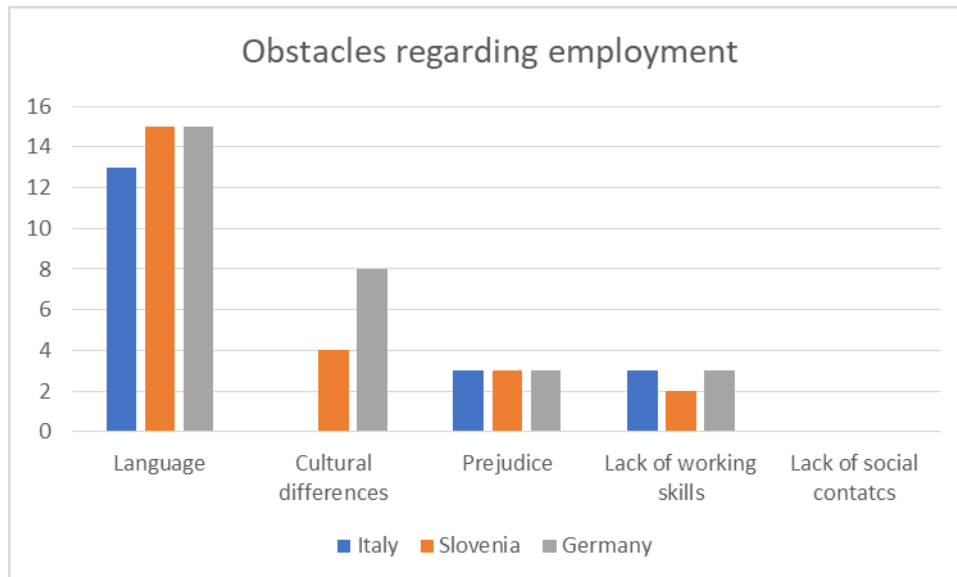


The biggest concern for newcomers is their fear of being unable to learn the language quickly and well enough. In contrast to Slovenia and Italy, the concern of migrants in Germany is that they may not be up to cultural challenges or become victims of prejudices.



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Graph 3:

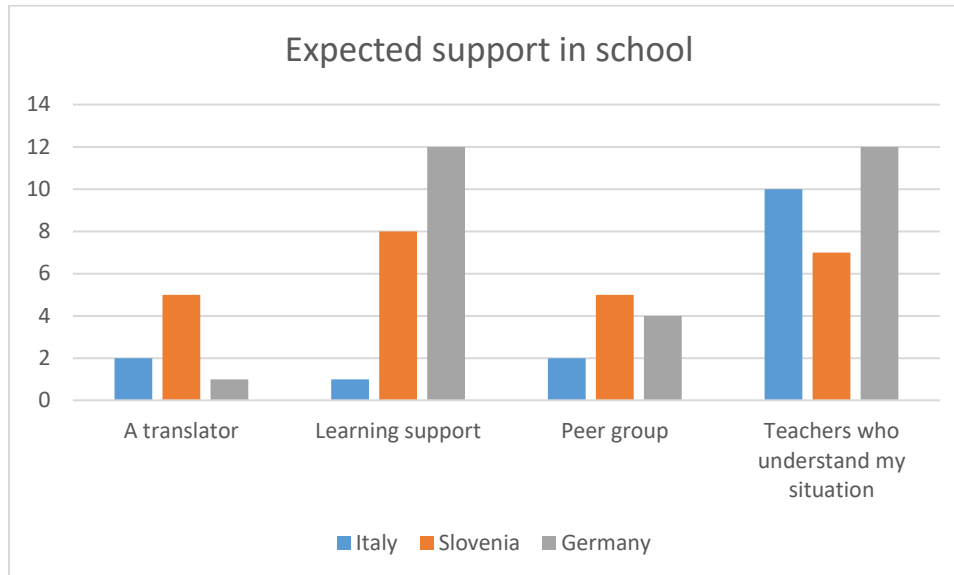


As before, the concern here is insufficient mastery of the host country language. Again, migrants in Germany in particular have great concern due to suspected major cultural differences.



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Graph 4:

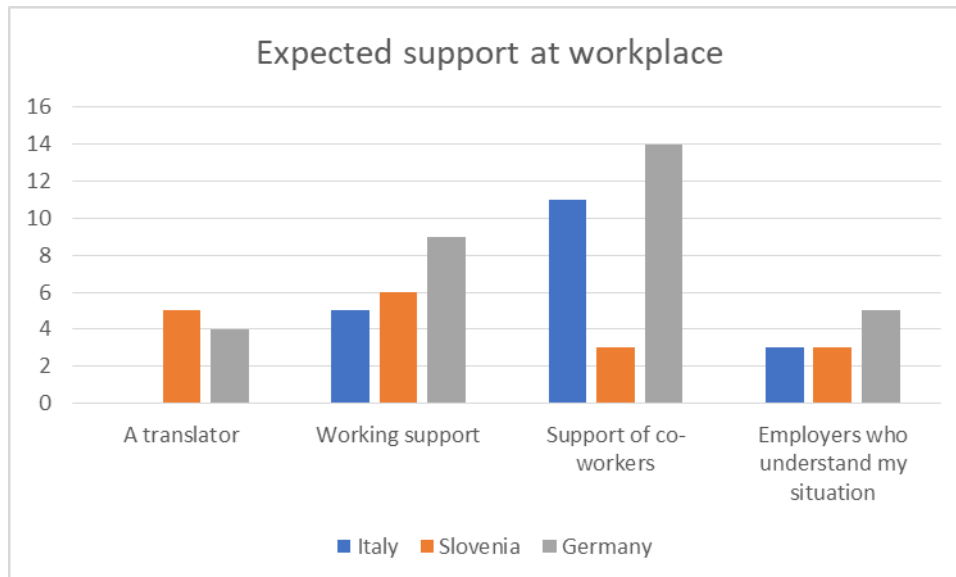


Respondents in Slovenia show a desire for support at school, which is equally distributed across all four issues. In Germany, the desire for learning support is significantly higher, and for all three countries, the migrants want teachers to have a great understanding of their situation. Based on the survey and our combined partners' experience with migrants we can speculate that this refers to psychological understanding, attention and/or desire to be treated with additional attention.



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Graph 5:



It was very surprising to see that no one in Italy expected translation at work. This corresponds to the fact that migrants in Italy were highly expecting the support of co-workers.

It is also noticeable that the migrants in Germany expected the support of the co-workers to a particularly high degree.

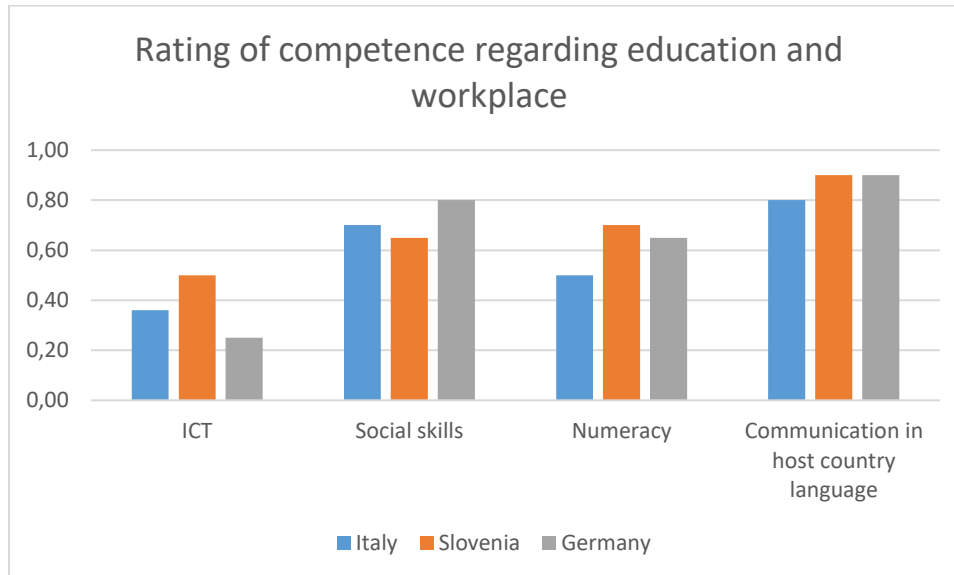
However, this result can also be interpreted differently: It is very surprising that migrants in Slovenia expected so much less support from their co-workers than from their colleagues in Germany and Italy.

This could indicate a statistical outlier but was not clarifiable in the evaluation.



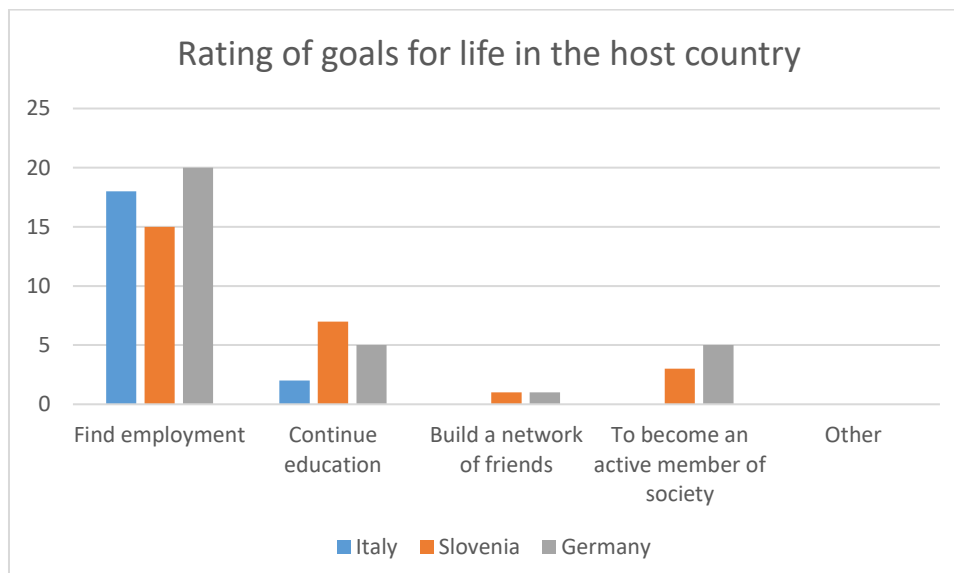
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Graph 6:



This result shows an astonishingly unified picture: ICT skills are important, but the focus is on social skills, numeracy and especially communication in the national language.

Graph 7:



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

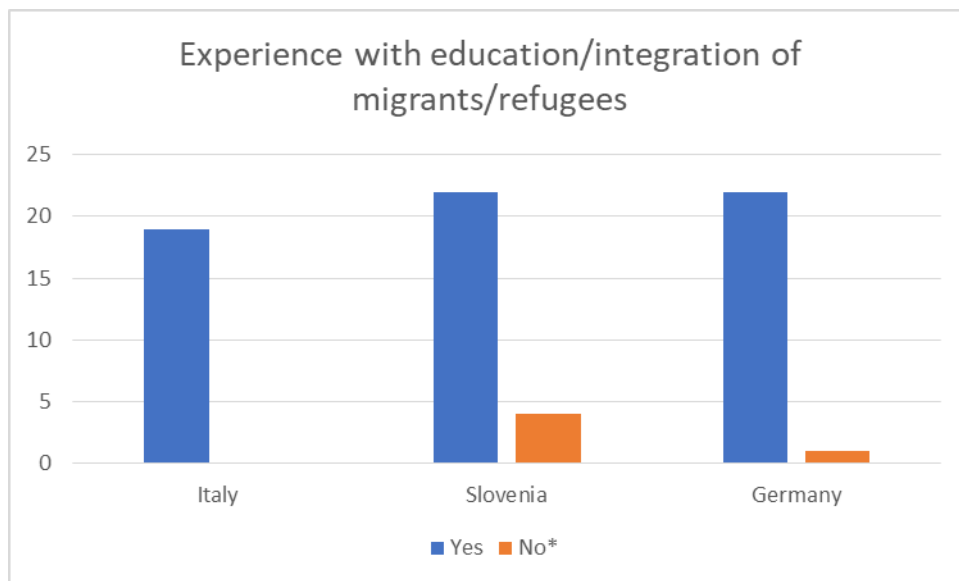


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3. Survey of educators

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

Graph 1:

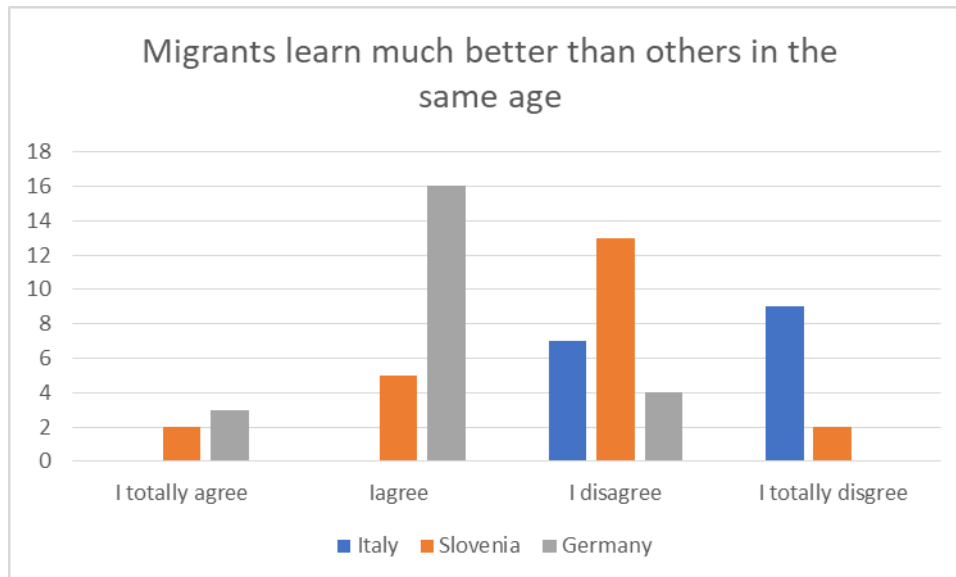


Most of all participating educators have experiences in integration work with migrants and refugees.



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Graph 2:



Here one sees a very unequal distribution of the evaluation of the statement. Educators in Italy are of the opinion that migrants do not actually learn any better than native students.

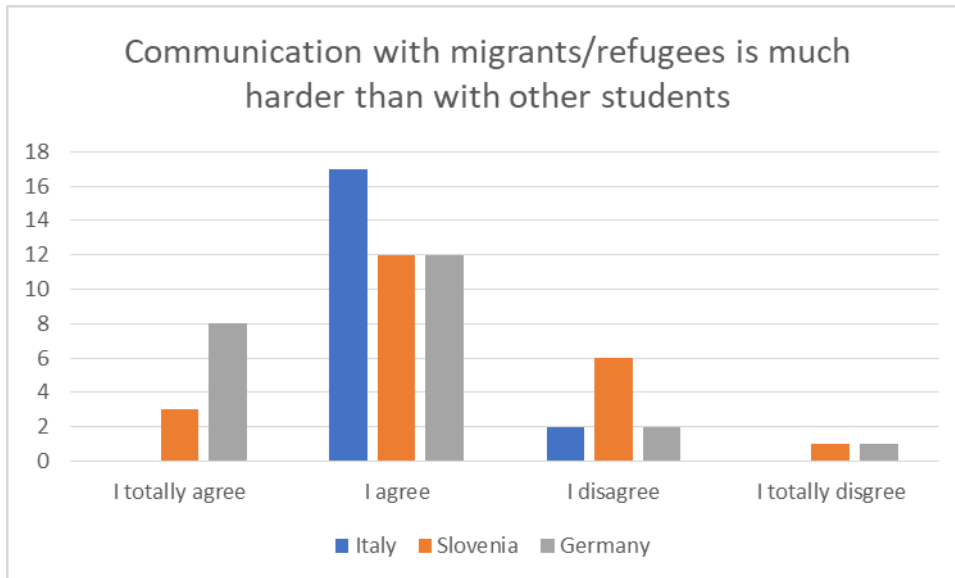
On the other hand, Slovenian teachers in particular suspect that this is more or less true, whereas German teachers see this significantly more positively than their Slovenian colleagues.

The assumption suggests itself that there is a significant connection here to the labour markets. However, the evaluation does not permit the assumption that "the more workers are sought, the better the preliminary positive attitude".



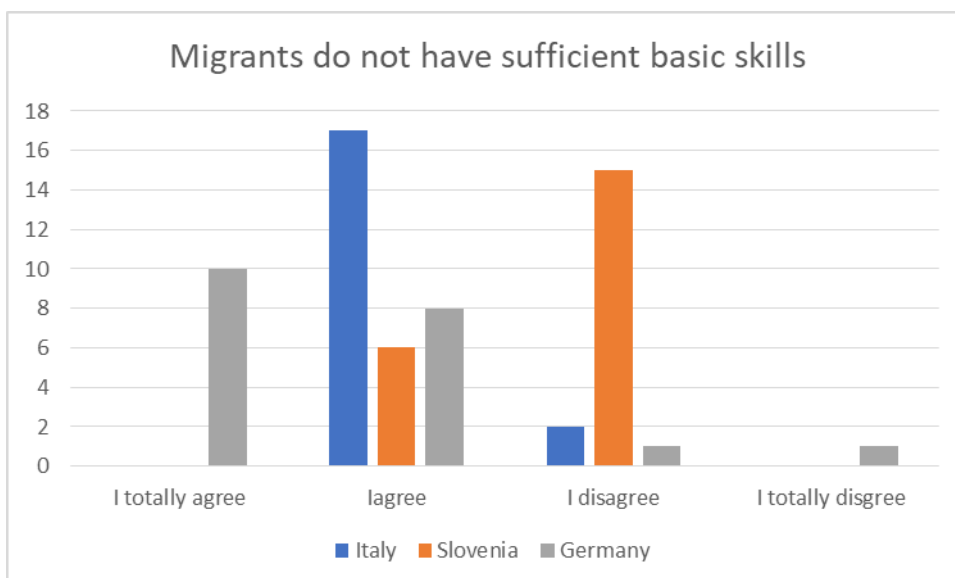
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Graph 3:



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

Graph 4:

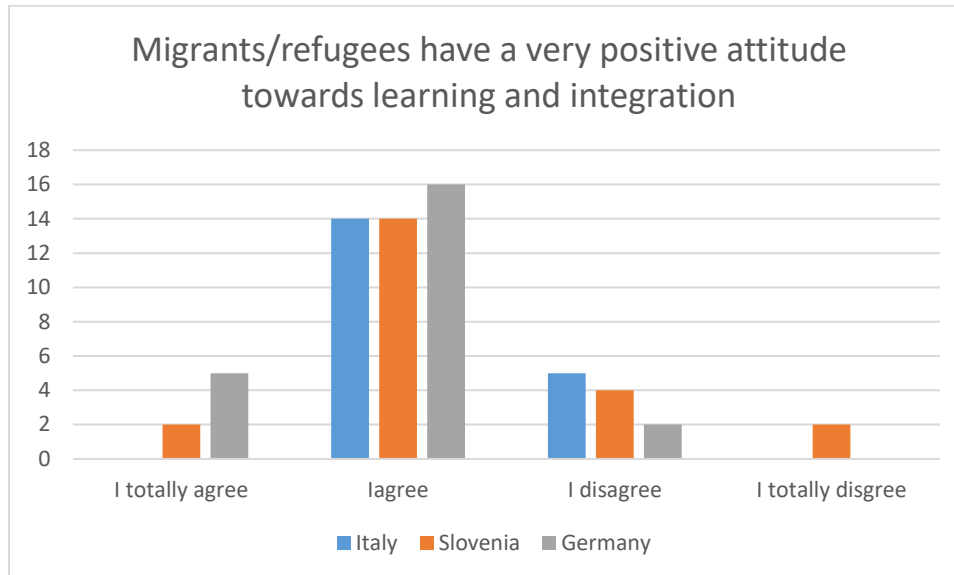


Most respondents say migrants do not have sufficient basic skills. This is further reinforced from the German point of view (perhaps due to the requirements of the Dual System). It is also noticeable that the Slovenian educators judge this less severely.



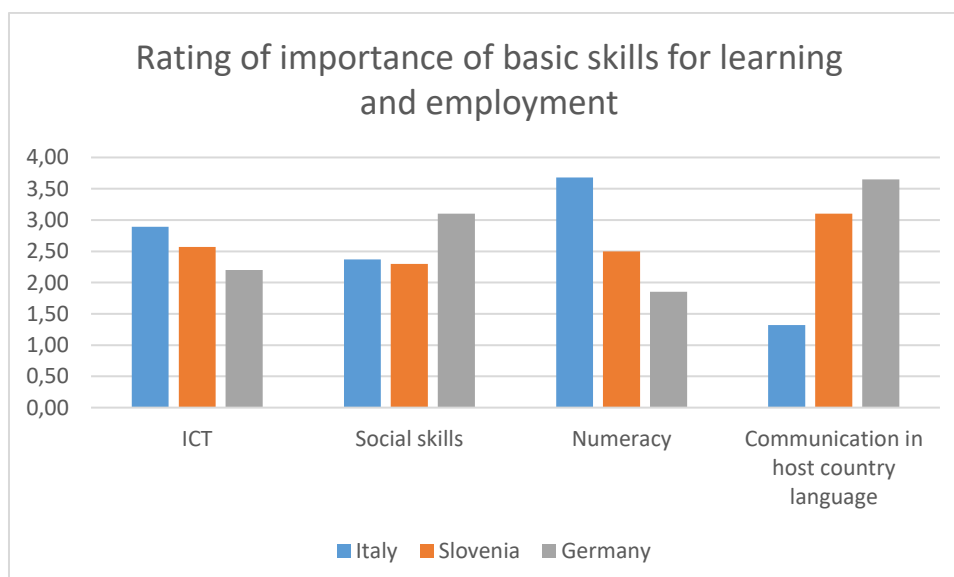
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Graph 5:



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

Graph 6:



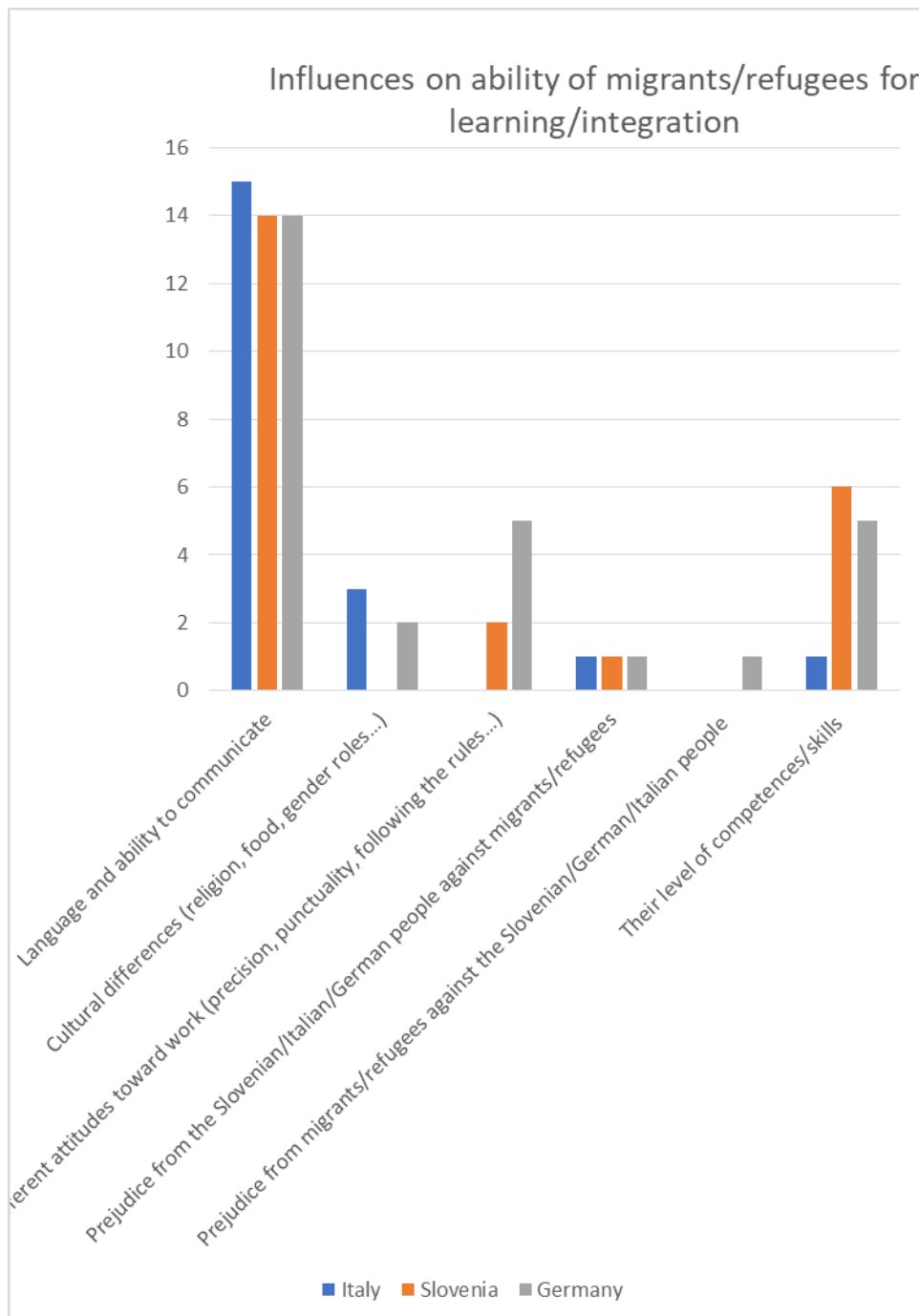
The answers of the educators gives more or less a uniform picture and there is no discernible importance of a single field (ICT, social skills, numeracy, communication). Perhaps it should be highlighted that Italian colleagues consider numeracy to be



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particularly important, and that German colleagues regard communication in the same way.

Graph 7:

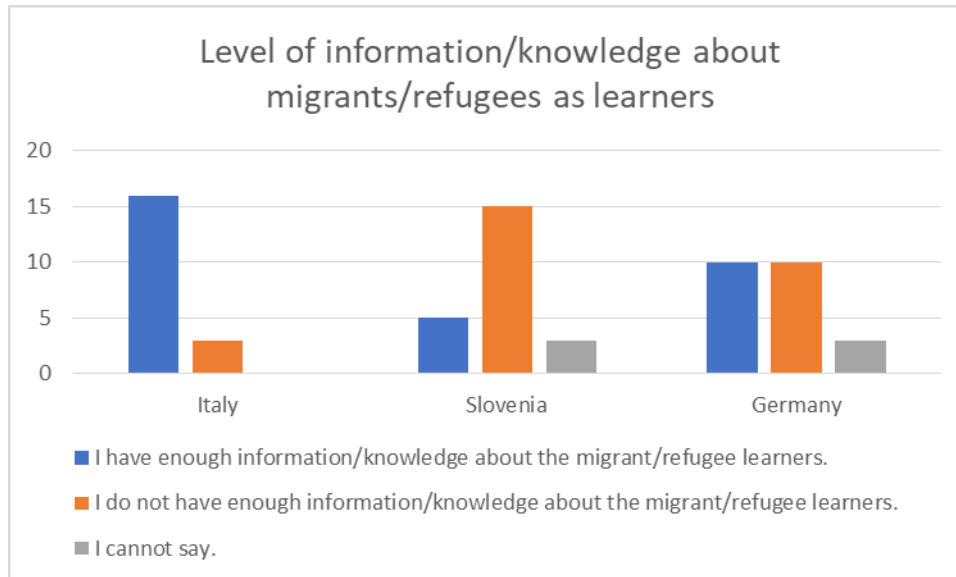


The cross-national result is clear: language in particular and the competences/skills - brought or learned - are the prerequisites for a successful integration.



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Graph 8:



The educators subjectively describe very different perceptions: the Italian colleagues feel absolutely and very well informed, the Slovenian colleagues feel less well informed and the German colleagues feel "more or less" well informed. Here it must be stated that "being informed" is always a very subjective feeling.

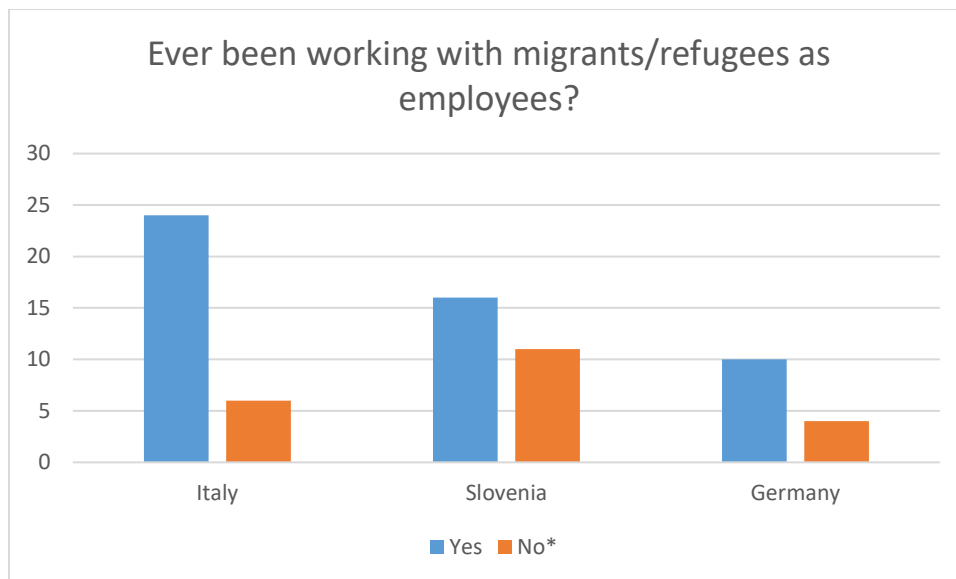


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4. Survey of employers

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

Graph 1:

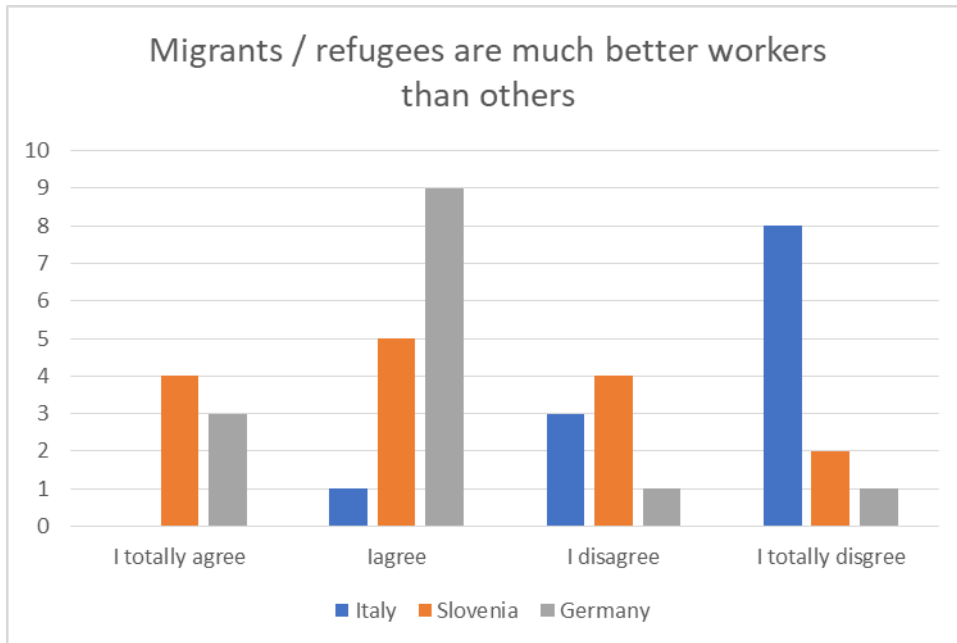


Most of employers are used to work with migrants/refugees as employees.



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Graph 2:



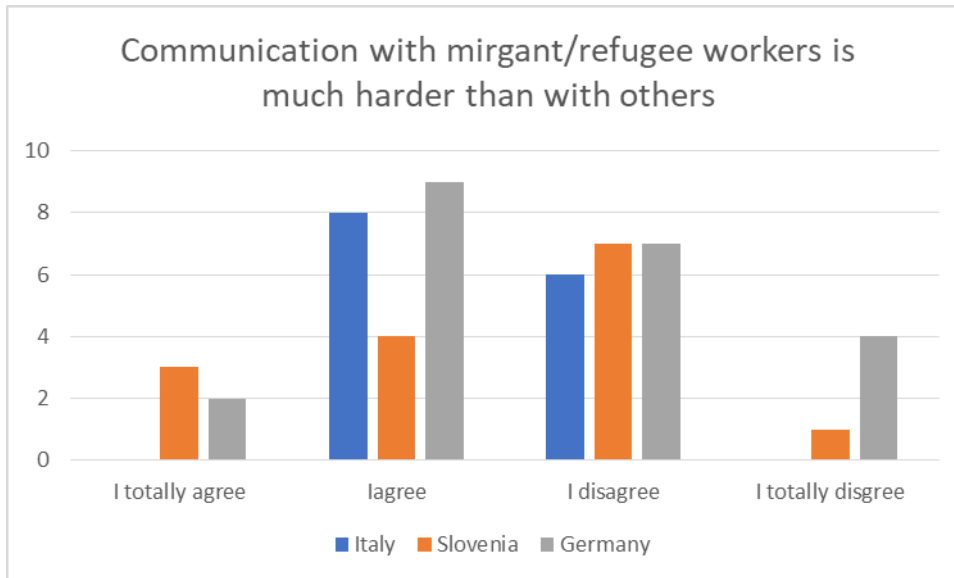
Here, we see a very diverse opinion across countries. While in Slovenia and Germany, a significant number of employers say that they are totally or fundamentally in agreement, the Italian employers give a very negative assessment.

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



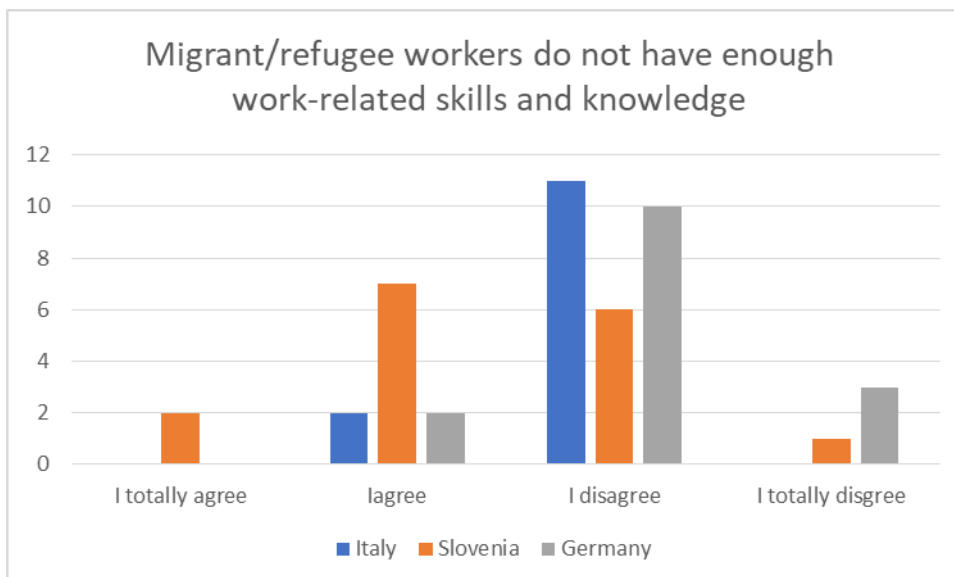
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Graph 3:



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

Graph 4:

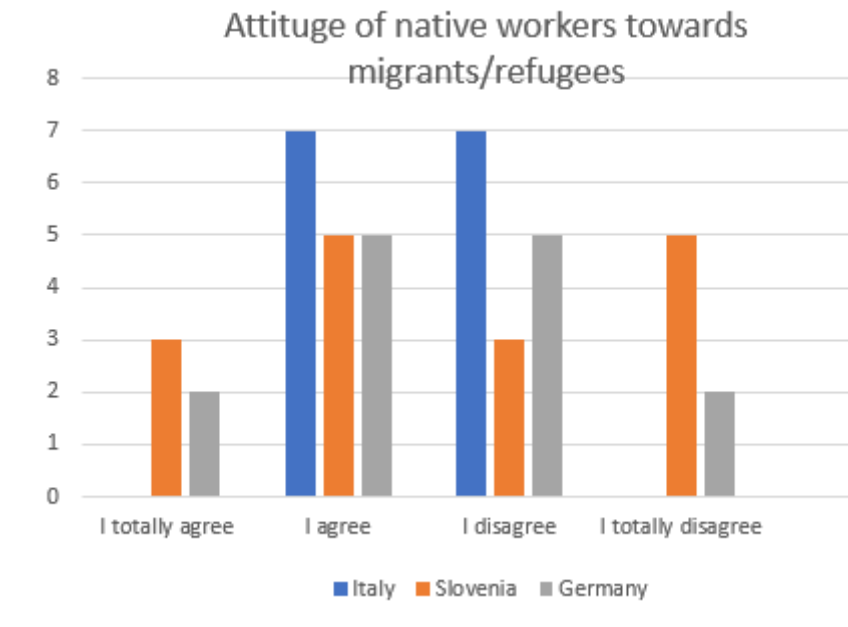


Despite all skepticism, employers across countries say that migrants/refugees have good qualifications for their work skills and knowledge.



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Graph 5:



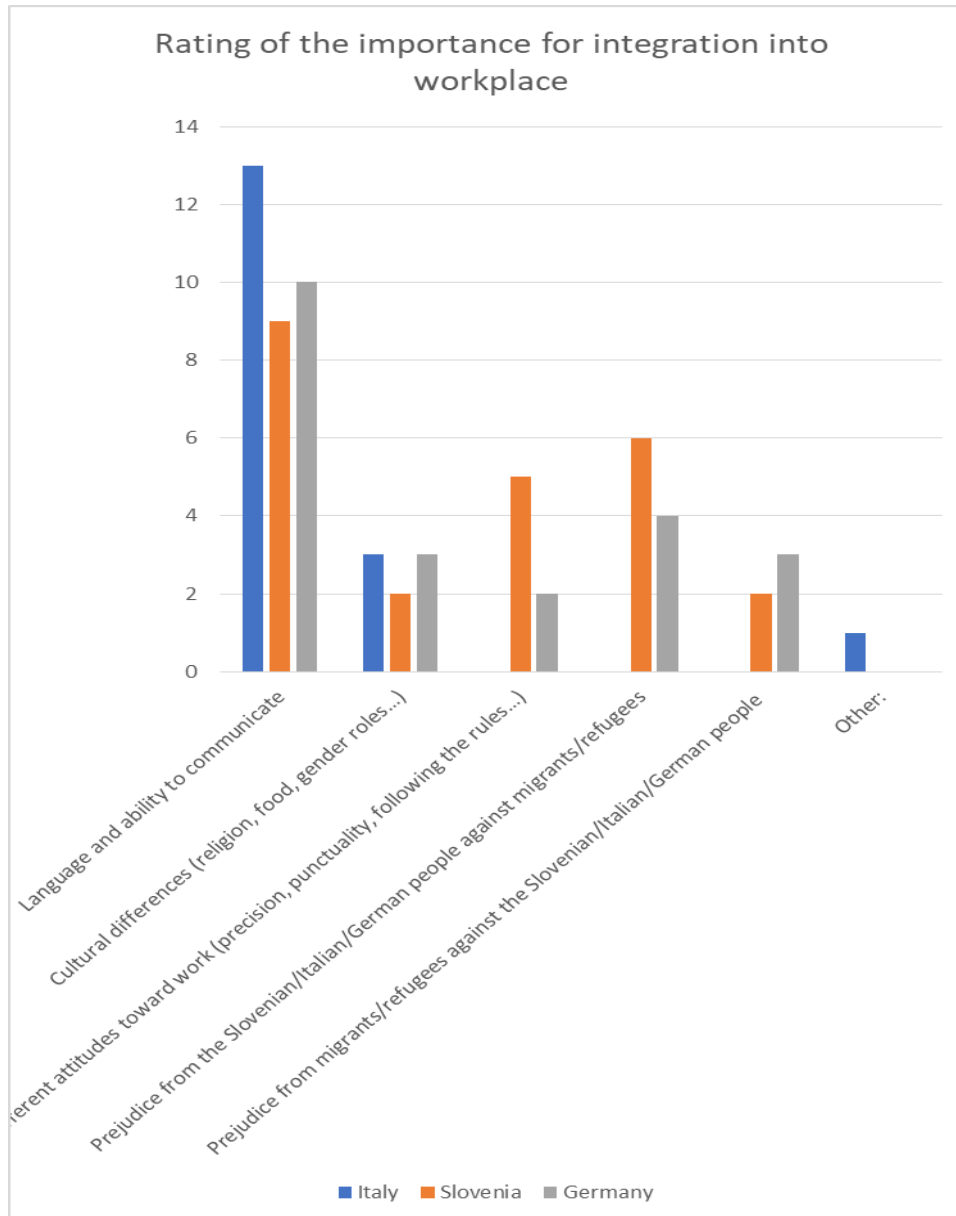
Here we can clearly see a very positive attitude of native workers towards the migrants/refugees.

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



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Graph 6:

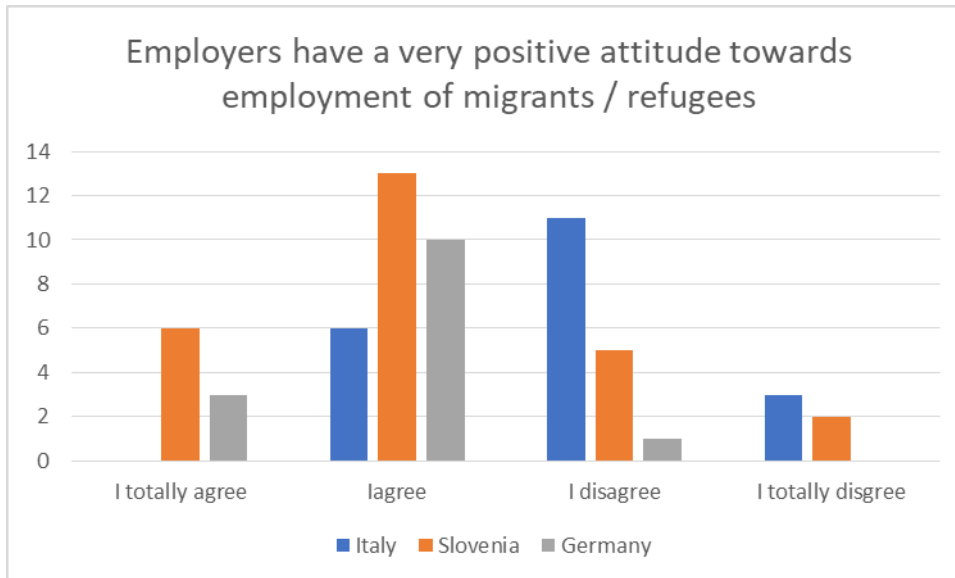


The picture is clear: language and communication are the most important prerequisites for success in the workplace and integration. This is in line with observations from educators and represents a common point of interests for educators and employers. Thus it should be given a lot of attention. For Slovenian and German employers, it also plays a role, which soft skills the migrants/refugees already posses and how high the rate of prejudices of native workers against migrants/refugees is.



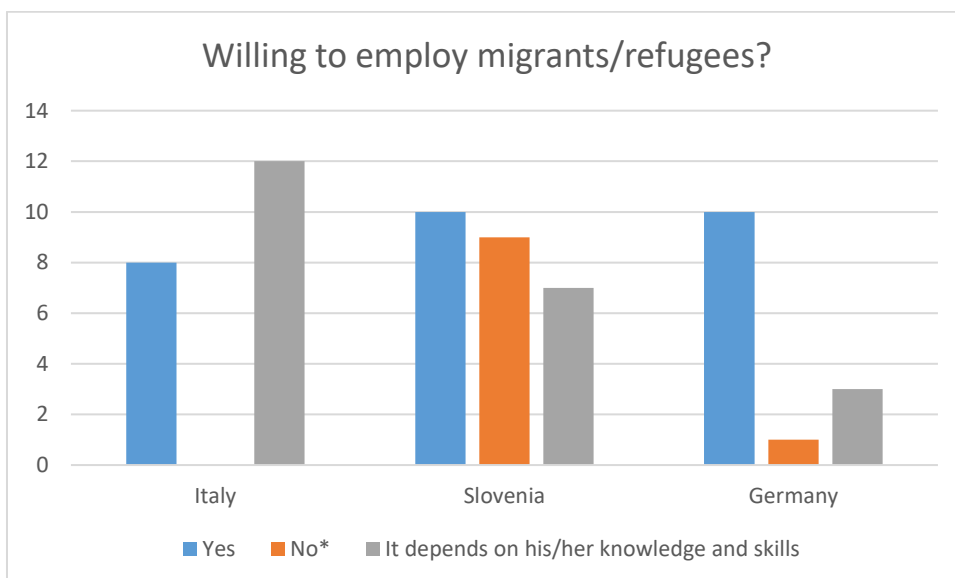
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Graph 7:



The assessments are distributed according to Gaussian standard on a more or less approving assessment, whereby it stands out that the German employers show the most positive attitude.

Graph 8:

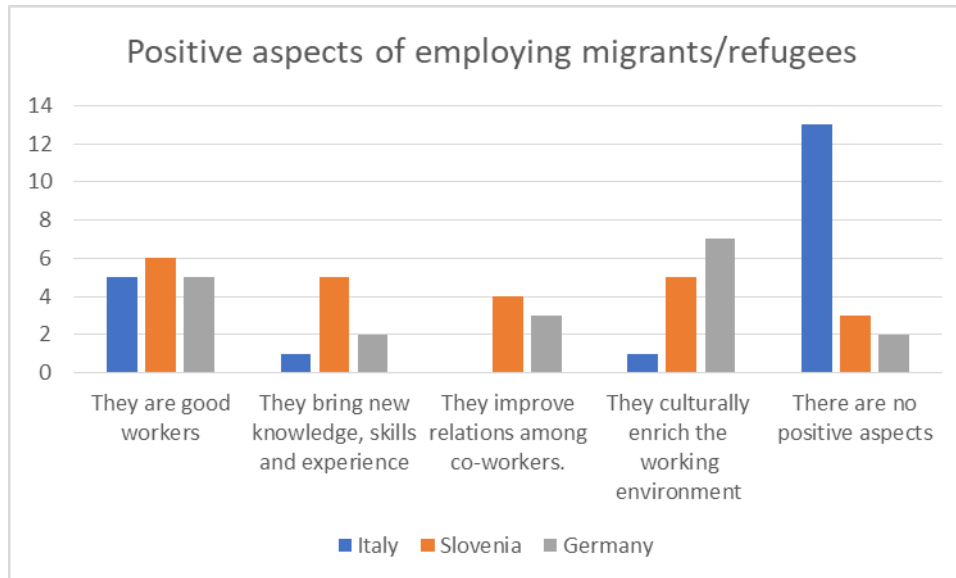


The Italian employers are skeptical of this with references to the existing knowledge and experience of migrants/refugees. In contrast, German employers see this very positively. The Slovenian employers move between these two poles.



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Graph 9:



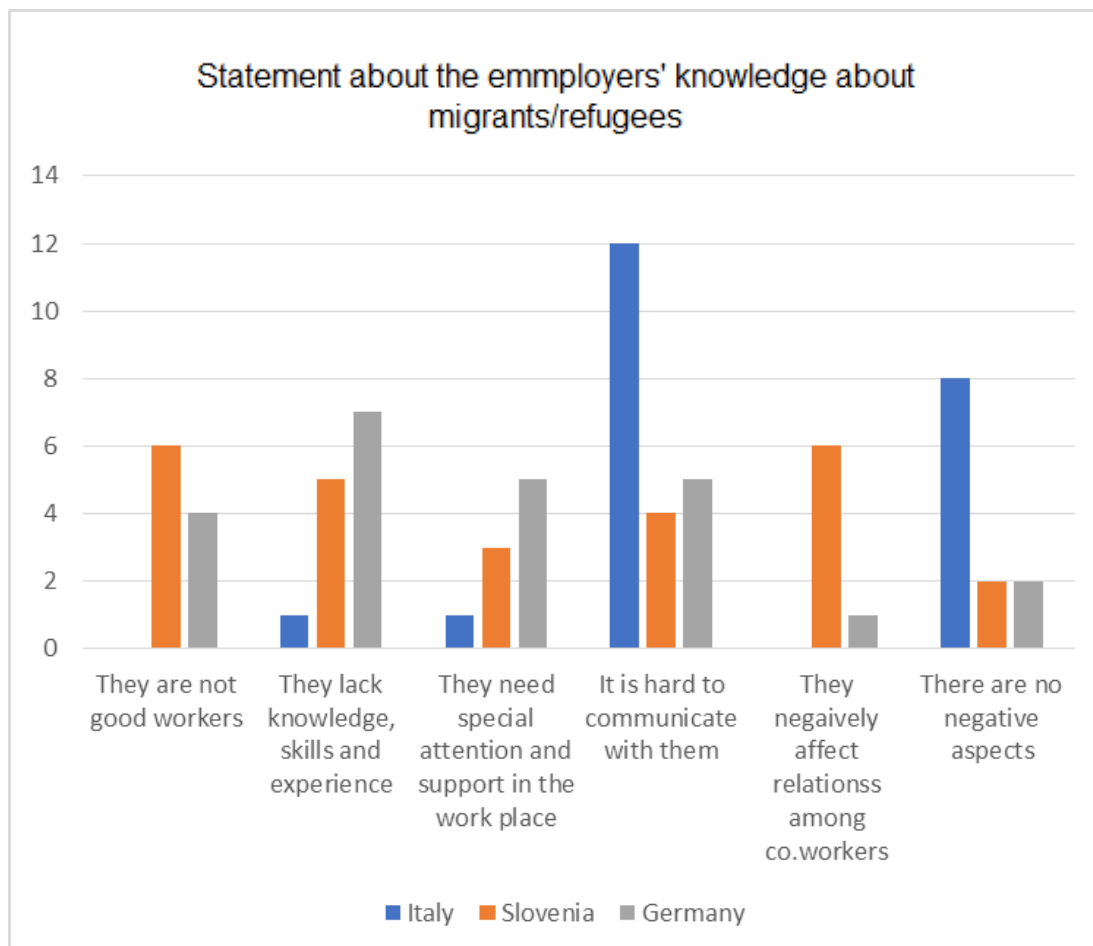
This result shows very different aspects, although the interviewed Slovenian and German employers do not differ significantly:

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



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Graph 10:



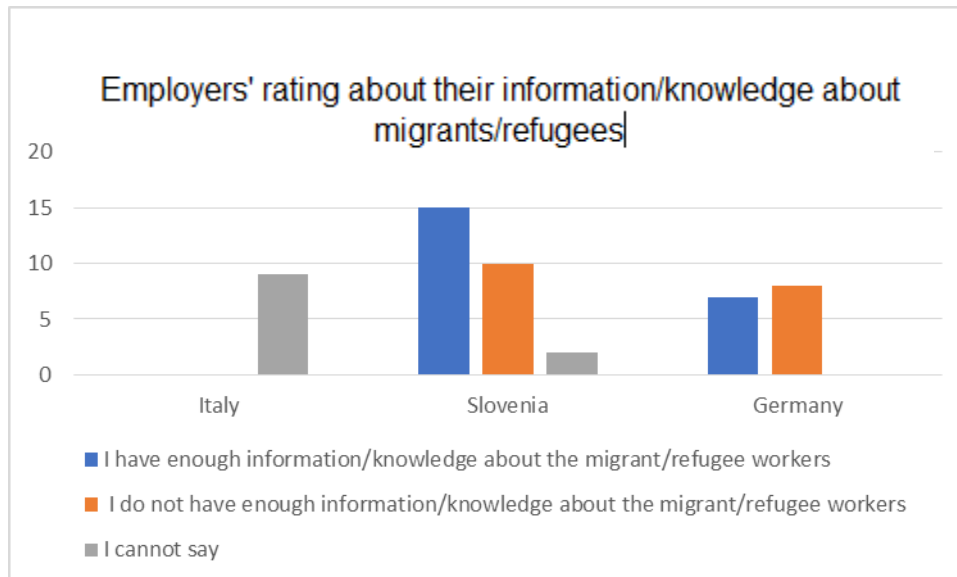
While Italian employers on the one hand believe that it is very difficult to communicate with migrants/refugees, they nevertheless find that they know no negative aspects. Slovenian employers particularly believe that migrants/refugees are not good workers and have a negative impact on employment conditions.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

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



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Graph 12:



The opinions of German employers about "enough knowledge" or "not enough knowledge" are balanced. Slovenian employers tend to be better and Italian employers tend to be more cautious in their assessment.

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

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

In conclusion, the Multiplier Events at the end of the project were well attended by experts, employers, students and stakeholders.

The oral statements on the printed or electronically retrievable outputs were very positive.

In total, there were more than 150 downloads of the various documents as at 31.09.2019.



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5. Sustainability

Sustainability can be measured by visible, but also by invisible consequences. An evaluation with the aim of measuring sustainability is always based first on observations, queries and facts from ongoing processes.

However, the accompanying evaluation of MMM has produced some results in addition to the evaluation of the surveys, which deserve to be mentioned in conclusion.

5.1 Tangible results

First and foremost, there are the unexpected and clearly discernible results that arose causally from the activities of the MMM project.

The MMM project at INIBIA in Germany already had the first positive effects:

- a) Both the training of the migrant mentors and the implementation of the pilot project were carried out at a private alternative school, the Werkstatt-Berufskolleg in Unna. The work of the migrant mentors is now institutionalized in the curriculum and by the end of the MMM project already the **3rd generation of migrant mentors is starting their training**. They have time and an office where they can give advice. In the year 2019 in the 2nd half of the school year **more than 100 new refugees came for this peer consultation**. The use of this possibility is therefore significant and is enthusiastically accepted.
- b) The umbrella organisation of the Werkstatt-Berufskolleg has further developed the MMM idea. The city of Unna has traditionally welcomed migrants from Europe and other countries for more than 50 years. A small memorial path to the former flats of the first migrants is to be developed, whereby a so-called "stumbling block" is to be walled into the path at the houses to commemorate these migrants. One can either follow this path with an audio guide or be guided by former migrants who tell the stories of these families to the interested listener. These tourist guides are trained in the same sense as in the MMM project, but with different content.

The same result is visible for the partners of EUROCULTURA in Italy:

- c) Every year the Italian partner EUROCULTURA hosts about 250 students from different EU and non-EU countries that serve an internship in local enterprises.





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During the years they developed a network of over 120 companies where our students are making their work experience. From the 1st of January 2020, EUROCULTURA will provide all partner companies with the recommendations developed in the frame of the project (IO4). Such kind of recommendations will be also provided to all new companies we will contact in the future. Next step it will be to reach an agreement with the local Crafts Chamber to see if is possible to provide the guidelines to all craft business in the province of Vicenza (25.214 enterprises).

- d) The training EUROCULTURA tested with migrant mentors and migrant learners will benefit the foreign students, who are learning Italian according to the methodology developed in the frame of the project. The migrant mentors' curriculum will be implemented by some Italian NGOs EUROCULTURA is cooperating with. They will be supported in this activity.





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5.2 Intangible results and their sustainability in the long-term:

As the migrant issue is the European reality there are undoubtedly many projects across the continent that address the challenges of migrant integration, such as migrant education or employment.

Why do we think the Migrant Mentorship Model project stands out amongst the multitude of many other similar projects?

In reasoning about the intangible sustainable/long-term effects of the project, we will focus on the impact that the project has had on the three key factors of the project: migrant mentors, migrants and stakeholders on the Slovenian local and national level.

a) Impact on the migrant mentors

Because one of the main objectives of the project was to test the concept of migrant mentorship in the training of migrants, it was logical that our migrant mentors were also brought to the front as an integral part of the Slovenian multiplier event. At the event it was clearly demonstrated that through the project the migrant mentors were placed in an equal relationship with other project developers. It was exactly this feature that brought multiple positive effects for migrant mentors which could all be understood within the scope of intangible long-term sustainability.

The role of a pilot programme creator, developer and also decision maker, someone who needs to be listened to and his/her opinion strongly taken into account had a huge empowering impact on all of our migrant mentors in the three countries' projects. From the observations and interviews and many conversations, especially at the meeting in Italy, it can be clearly concluded that the staff Teachers, pedagogues, etc) did not view them from a culturally superior perspective making them just passive recipients of our pre-conceived, culturally instilled theoretical concepts of what is good for them. Opposite, via guided reflections migrant mentors' knowledge, views and beliefs were strongly incorporated in all intellectual outputs, thus making their contribution essential, indispensable and intrinsic part of the project. In Germany, they even influenced the inclusion of the MMM curriculum in the interdisciplinary curricula of a vocational school.

As a result, migrant mentors are more self-confident, more independent and more active members of our society. They are more able to make decisions which have positive effect on others and also on a society as a whole in an educational and socially cohesive way.

Migrant mentors being brought from social margin and entrusted a decisive and pivotal role in the project also had a very important and significant effect on the Slovenian and German stakeholders.



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b) Impact on stakeholders

At the Slovenian multiplier event the expert public showed great interest in the experiences gained by the migrant mentors in the pilot programme. In retrospect, this can also be confirmed for the Italian and German multiplier events. The migrant mentors' authentic, substantial and justified views were brought into awareness of the local and – hopefully - also national policy makers. It was precisely at the events that, based on the presentation of migrants, cooperation was established in Slovenia between migrant mentors, Andragoški zavod and CPI Institute of the Republic of Slovenia for Vocational Education and Training. In Germany the Bundesinstitut für Berufliche Bildung, Bonn also showed interest for this project and in future we'll report in Bonn about this project. Both institutes are developing a catalogue of skills for national vocational qualification exactly for the profile of a migrant mentor, so the lessons learned in the project were crucial to their developing process. What better way to transfer the knowledge gained in project from practice and real-life situations to new educational programmes and state approved qualifications? Cooperation at the national level were established and a great step towards the secured national funding of the state approved migrant mentor qualification was made. It is especially gratifying that the driving force behind the change are not the theoretical concepts but the MMM project's activities and authentic experiences of migrant mentors and the partner staff of our organization.

Other organizations (in Slovenia and Germany) from both, educational and employment sector, also expressed their willingness and intention to make use of palpable, feasible and instantly downloadable intellectual outputs of the project. They are useful for most of the latter institutions (elementary and high schools, VET providers, NGOs, volunteers, employment services, employment agencies, employers' associations, local authorities, national policy makers, institutes, other organizations involved in civic, social issues etc.), suitable for immediate and direct transfer to educational or entrepreneurial practice.

We consider the most important achievement of the MMM project the fact that the problem of migrant integration is no longer acknowledged as an irresolvable one. With recommendations and orientations outlined in the intellectual outputs we paved the path to an effective and exemplary solutions, beneficial to all parties involved.

Among all the intangible effects of the MMM project mentioned above, the impact that the project's outcomes will have on any future project developers and policy makers should be highlighted the most. They will be able to draw on the lessons learned in the project and incorporate them in their work. With its experiences, ideas and information



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on the subject of migrants as participants in the process of integration the MMM project will provide a useful basis to expand, improve and build upon.

c) Impact on migrants

Each migrant, arriving in a host country, has his/her own personal story and an individual path to integration, but with the supportive system that has been established and strengthened through the project and all personal contacts that have been made, migrants' integration certainly became faster and easier. A whole network meant for their immediate help was brought to their attention. Now they will have chance to turn to migrant mentors first for first-hand explanations in their mother tongues to clarify misunderstandings should they arise in contacts with institutions which are of key importance to their existence in the new environment. The social context of the new environment and the social systems which are in place in the host country (education, employment, health system, social security system) will be explained in a much easier and familiar way by a migrant mentor which will facilitate their process of integration in the local community. The results of the MMM project will be integrated long-term in the already existing local, regional and even national efforts for migrant integration thus making them more effective.

Yet the greatest empowerment our migrants have gained in the MMM project was nevertheless through their performance in the work environment. The experience of being able to be actively involved in the work place, to prove yourself helpful, to contribute to the development and progress of the host country; as young people to offer their knowledge and skills, not just to live on social welfare, is an invaluable step forward for them on a personal level, immensely strong invisible intangible impact the MMM project had on them. This is a way of life that most of all migrants who came to our free and democratic countries want, although they cannot put it into words eloquently.

It is the same with our daily existence: to do good, to help, to accept and to understand should be imperatives of all in our lives. It certainly was the driving force of the MMM project.





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d) Impact on employers

For OZARA d.o.o. as a representative of a business entity, it was very important to be included also in the educational part of the piloting in order to plan concrete workshops for migrants. In terms of sustainability of IOs produced within project's lifetime we are summarizing the main points.

The evaluation in the workplace was a valuable experience. As it turned out within time of the workshops (and the latter was also emphasized by one of the Slovenian migrant mentors) the practical part of all integration approaches in each country was very important. Before the workshops in our company, we have cooperated with Slovenian partner on several occasions and within the work on IO1, IO2 and IO3 we have reflected on many occasions that all learning activities are to be planned really practically, oriented to everyday work activities. When observing the project's results from employment/employers' side, the main lesson is that in the future integration processes are to be planned carefully and oriented towards practice, really combining participants to attend such activities based on the previous knowledge (one similar aspect of it is already mentioned in IO4 final version). As a business entity, we appreciate this experience as now we have a clear overview of all challenges that integration process brings alongside, whereby not all is always positive but it is a good start and foundation to start preparing a more detailed strategy for intercultural aspects of working and employing different communities in the future. On the other hand, such activities enrich the regular work of our employees to become more aware about the multicultural aspects of work. In the future we strongly believe that new and more adapted mechanisms and inclusion strategies will bring the world of education and practical training even closer.

Within the course of preparation of the workshops and after this activity ended, our mentors and participating professional staff prepared a feedback and reflections about practical aspects of integration processes in general. Our team has realized that more of such work related activities would improve the integration into the labour market as within practical activities, the concrete skills, previously hidden or not communicated enough, come into the spotlight and the potential employer has a clear overview of the abilities and talents of each person in connection to workplace. For the future, these work oriented activities and practical experience within piloting will help us to improve and widen the possibilities of employing people with migration experience into our working activities. Although this was exclusively our experience, we believe that





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different employers would or could adapt the planned tasks accordingly to their field of work.

To conclude, we think that the lessons learned from the MMM project have proven to be indispensable for integration processes in general, providing a valuable insight into inclusion of migrants into workplace. The work inclusion model, as established in the MMM project, is applicable for labour markets across Europe, its most positive effect being in diminishing the ever present stigma on intercultural differences and related barriers, that are now proven just as a lack of professional knowledge of inclusion strategies. The companies that do not have practical experience in inclusion strategies might find it a bit harder when employing a person with a migrant background. The question of language skills remains an important factor but with a notion, that very simple tasks are easily to comprehend even without extensive language skills. In a long term, for migrants, inclusion in work related activities can be a good starting point for deepening their knowledge of a foreign language that is more practically oriented. The latter was emphasized also on multiplier event in Maribor, Slovenia, where one of the migrant mentors described the practical experience as an important part of language learning because migrants could learn by associating words with different materials and work procedures.

d) Impact on visitors on social media

The impact of project results on visitors of our social media presentation can only be measured indirectly by the number of visits and the so-called "likes".

Thus we could count on our homepage www.mmm-migrants.eu until September 31st, 2019 nearly 7,000 visitors and to this date 45 downloads of documents, which will increase surely in the course of the next months.

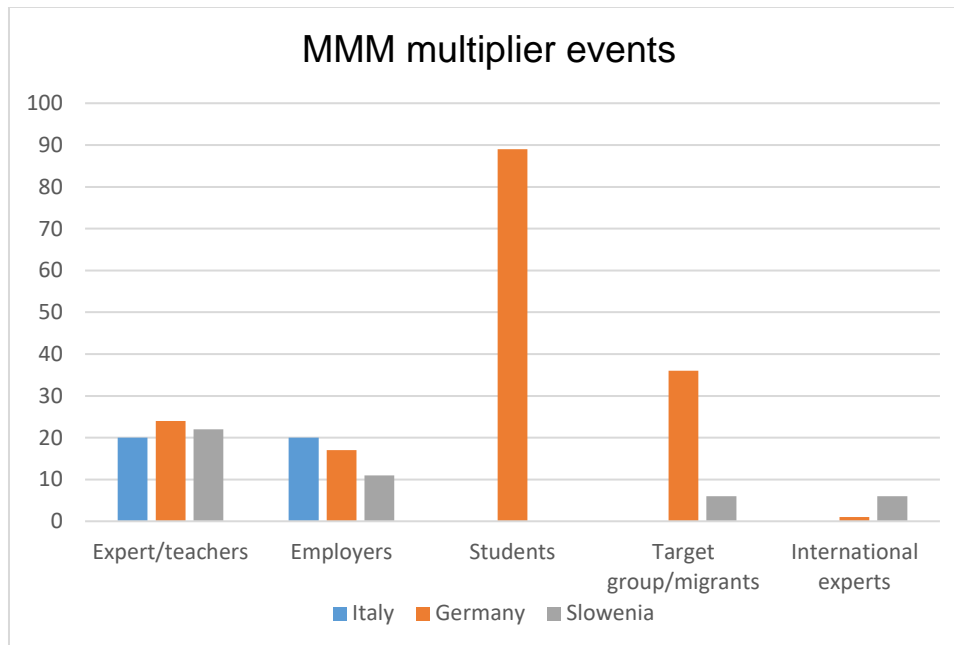
The Facebook page Migrant Mentorship Model on Facebook was able to collect more than 2,500 "likes", on the Facebook page of the vocational school cooperating with INIBIA EEIG there were even 7,800 "likes".

e) The multiplier events at the end of the project

At the end of the project, the results will not only be presented virtually, but also through so-called multiplier events to the public.



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EUROCULTURA in Italy presented the results in two different presentations for educators (20 teachers or trainers) and for employers (20).

In Slovenia in total there were 36 participants at the Slovenian MMM multiplier event (Ozara has a separate participants' list of employers). Of these, 22 could be classified as expert public (teachers, social pedagogues and others). Among educational sector there were representatives of adult education centres, NGOs, counselling centres, high schools, Research Centre of the Slovenian Academy of Sciences and Arts and Institute of the Republic of Slovenia for Vocational Education and Training. With the latter a cooperation in developing a catalogue of skills for national vocational qualification for the profile of migrant mentor was established exactly at our multiplier event.

There were total 11 employers. Two migrant mentors played an active role in the multiplier event and a small number of migrant participants, who took part in the training, was also present.

Project partners from another Erasmus+ project eMMR which also covers the field of education and promotion of entrepreneurship among migrants showed a great interest for Slovenian multiplier event. As partnership meeting took place at the same time as our multiplier event, the eMMR project partners from Spain, Romania and Turkey were also present. From the perspective of exchanging experiences and good practices the European partners were ideal target group, so also international collaboration on the subject was established.



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In Germany, the multiplier event took place at the vocational school, which has incorporated the results of the MMM project into its didactic plans and is now training the third generation of migrant mentors. The Werkstatt-Berufskolleg Unna had organised a European presentation day on 31 September 2019, at which three European projects - related in content - were presented to the public.

This overarching context made it possible to interest not only the 26 teachers and experts and 11 employers but also 163 students in the results. In addition, 36 migrants were present who benefited from the work of the migrant mentors and one expert from the partners of the European projects of the Werkstatt-Berufskolleg.





Evaluation of views and attitudes given by migrants, educators and employers

Finally, the following can be said:

Four very different partners with different constellations in school and social contexts have jointly developed an overarching curriculum. Based on the assumptions BEFORE the project, no dramatic adjustment or the change was necessary in the theoretical development of the curriculum and its implementation. This is the result of the surveys. All partners with their different experiences have developed a flexible curriculum, which is transferable to many other cases and applicable in other contexts.

Our thanks go to all project partners involved and their staff as well as to all migrant mentors and migrants who were willing to be interviewed.

