



IMLAM Surveys Results

The Integration of Migrants in the Labour Market (IMLAM)

ERASMUS+ KA2 project





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Introduction

This document outlines the results of the survey responses collected by adult educators, employers and migrants in all partner countries of the IMLAM project, namely, Malta, Latvia, Spain and Cyprus. CSI was the responsible organization to set-up the surveys and compile a needs analysis report based on the responses.

Aim of the Surveys

All partners distributed the surveys to their local and national networks of stakeholders, including adult education centers, associations of trainers/educators, networks of employers and migrant communities in their countries.

The cumulative responses of the surveys include: 106 responses by adult educators, 46 responses by employers and 193 responses by migrants.

Purpose of the Needs Analysis Report

These surveys were rolled out by all partners with the aim to map and identify the current IT skills and needs from the perspective of adult educators, employers and migrants. Based on the results of this needs analysis report, a training course will be developed to enhance migrants' digital readiness and IT skills in order to support and empower their integration in the labor market of the host country.

In the first section below is an overview analysis of the results in regard to the responses collected by adult educators. The second section analyses the results of the responses collected by employers, and the third section analyses the responses collected by migrants.

Section 1: Findings - Survey for Adult Educators

This section outlines the demographic profile of adult educators (country, gender), as well as previous experience they've had in training migrants online or in blended IT courses and sheds a light on the challenges they faced and the importance of migrants developing IT skills as a step towards securing employment. Lastly, this section outlines specific IT skills that are considered important for migrants to develop in order to enter the labor market. To improve adult educators' preparedness to deliver IT courses to migrants, this report also analyses the IT skills adult educators need to sharpen in order to be able to deliver online and/or hybrid training to migrants.

Respondents' demographics

As shown in the pie charts below, 32, 32, 33 and 9 adult educators completed the survey in Malta, Latvia, Cyprus and Spain respectively, of which 64 identify as female and 42 as male.





1. Please provide your country of residence:

[More Details](#)

● Malta	32
● Latvia	32
● Cyprus	33
● Spain	9



2. Please provide your gender

[More Details](#)

Insights

● Male	42
● Female	64
● Other	0



Mapping existing needs, barriers and opportunities in teaching migrants IT skills to support their labour market integration

Asked whether they have provided IT skills training to migrants before, only 1 in 5 (20%) of adult educators responded in the affirmative with the overwhelming majority (80%) saying ‘No.’

From those 21 who answered in the affirmative (‘Yes’) to the question above, they listed the following as the topics they covered during the trainings they provided to migrants:

- Social inclusion
- Digital storytelling (DIGIMI app)
- CV writing using online tools (Grammarly, Canva, Europass)
- Basic digital skills (Windows, Word, Power Point) and file management
- Media literacy skills and online safety
- Social media and marketing
- How to use a browser and search online
- Website design
- Labour rights of migrants
- Basic (hardware) IT skills

Similarly, only about one in three (36%) adult educators stated to have previous experience in providing online or blended courses to migrants. The topics covered during those online/blended IT courses included:

- Language classes
- Using an e-learning platform





- Create a LinkedIn profile
- Looking for a job in the host country
- CV writing
- Social entrepreneurship (design thinking methodology)
- Business courses
- Financial courses
- Social media and marketing tools (Google Ads, Instagram, Facebook)

Asked to share some of the challenges they faced, the respondents shared the following, which are outlined below **in order of frequency** of responses – from most reported challenge to least reported:

1. Language barriers
2. Bad internet connection; bad audio and visual quality
3. Inadequate equipment (smartphones, laptops)
4. Difficulty in accessing (or logging in to) the online course
5. Lack of commitment to complete homework
6. Lack of attention in class

To the question how important they consider IT skills for migrants in order to find employment the overwhelming majority believe that it is 'Exceptionally' or 'Very Important' with 25 and 51 responses respectively, amounting for 70% in total. Another fourth (24%) of respondents answered that it is 'Moderately' important, while only 5% said it's only 'Slightly' important.

When the participants were asked to elaborate on their previous answer most of the participants stressed that IT skills are essential and very important for migrants in order to enter in the labor market today as many jobs require IT skills in order for applicants to be considered for a job, while some also highlighted the current changes occurring in the labour market at the moment like remote work, digital communication, globalized economy etc which migrants need to be able to adapt in. Many also noted that IT skills can put migrants at a competitive advantage.

Some also mentioned that IT skills are sometimes secondary skills for migrants, because many of the jobs they are eligible to apply for are not office-oriented jobs. Lastly, in addition to IT skills, respondents also noted the importance of language in combination with soft skills to boost their chance to get employed.

The skills that most of the adult educators listed as important for a potential or existing employees, and consequently for migrants are:

- Programming skills
- Software development
- Formal online communication (email)
- Problem-solving
- Content writing
- Editing, processing, searching online
- Prepare and deliver a presentation
- Data analysis and project management
- Install/uninstall software





- Use of artificial intelligence (AI)
- File management tools for content creation
- Basic MS Office and IT knowledge
- Social media skills
- Ability to use the internet
- Data management
- CV creation

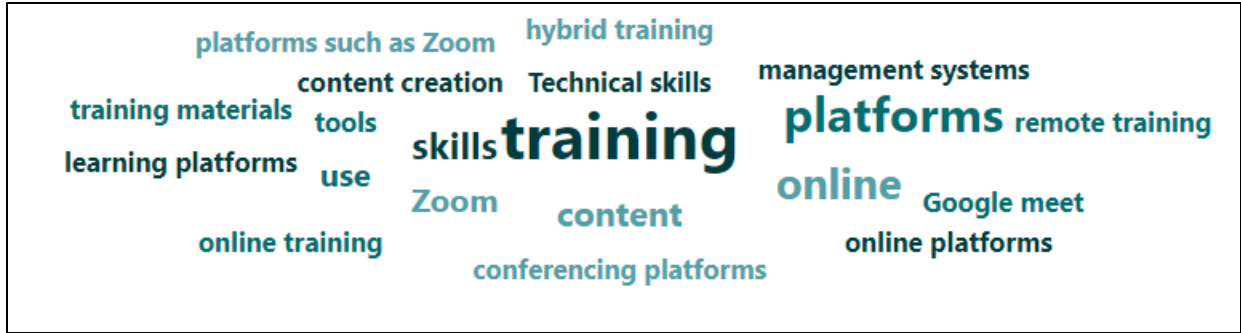
Mapping adult educators' existing needs and challenges

Adult educators were asked to list specific technical skill that they would like to receive in order to be able to deliver online or hybrid training to migrants. This question was asked in order to inform the contents of the IMLAM training courses and material that will be developed in the next phase of the project. Adult educators said they'd like to improve/develop the following skills:

- Software development
- Basic IT training
- Social media training
- Communication
- Maintain learners' attention
- Confident use of online platforms
- Use of inclusive language; customizing training to migrants' needs
- Learn about the (legal) context that third-country nationals operate in in their host countries and potential barriers they face (e.g. only eligible to apply in specific sectors)
- Delivery of online and/or hybrid trainings
- Join and host video conferences
- Use screen sharing
- Interactive tools (Miro, Conceptboard)
- Learn how to produce content such as videos, animation and interactive presentations
- Facilitation skills
- How to use Skype, Zoom, MS Office, Google Apps, Canvas, Microsoft Teams, Google Meet, Google forms, Moodle, SurveyMonkey, Adobe, Dropbox, Google Drive
- Online assessment tools (Kahoot)
- How to teach migrants who don't speak the local language
- Online safety
- Data analysis and machine learning
- Artificial intelligence tools

Below is a word cloud with the most popular responses to the question above:





Country-specific analysis

Some country-specific conclusions that may be of particular importance during the development and implementation of the IMLAM training course is that the overwhelming majority of adult educators from Latvia(98%)ave never provided IT training to migrants or provided online or blended courses in comparison to other counties’ adult educators (Cyprus, Malta and Spain).

All respondents, regardless of the country they reside, have provided similar answers on the importance of IT skills as an important element in supporting migrants’ integration in the labour market, as well as about which are the most important IT skills migrants and adult educators need to develop.

Section 2: Findings - Survey for Employers

Respondents’ demographics

As shown in the pie charts below, 11, 11, 12 and 12 employers completed the survey in Malta, Latvia, Cyprus and Spain respectively, of which 19 identify as female and 27 as male.

1. Please provide your country of residence

[More Details](#)

[Insights](#)

● Malta	11
● Latvia	11
● Cyprus	12
● Spain	12



2. Please provide your gender

[More Details](#)

[Insights](#)

● Male	27
● Female	19
● Other	0





Profile of the respondents' companies

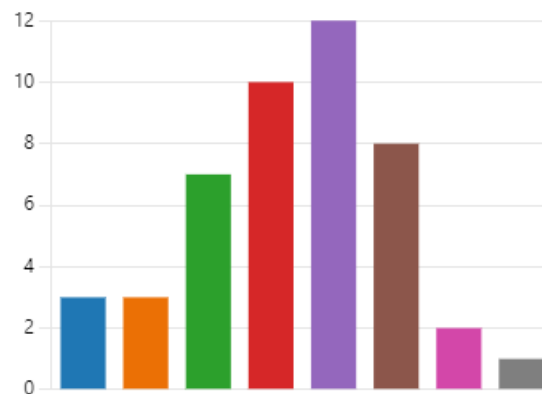
The majority of employers (57%) said the type of the company/organization they run is a private company followed by non-governmental organizations (20%), public limited liability companies (13%), non-profit organizations (7%), while the remaining (2%) said 'Other'.

The overwhelming majority (96%) described their company as national and 4% as a subsidiary or multinational company.

The economic sectors where the respondents' companies operate in are as follows:

- Business/corporate services (12),
- Trade/commercial (10),
- Social Services private sector (8),
- Tourism (7),
- Industrial (3),
- Construction (3),
- Social Services public sector (2),
- and other (1).

Industrial	3
Construction	3
Tourism	7
Trade/commercial	10
Business/corporate services	12
Social services/third sector (priv...)	8
Social services/third sector (publ...)	2
Other	1



Companies per sector

Asked about the proportion of third-country nationals (TCNs) they employ in their business as a percentage of their overall workforce, a large number of employers (14) said they employ zero (0) third-country nationals, another 13 employers said that less than 10% of their workforce is TCNs, 12 employers said that TCNs employees make up between 10% and 25% of the total workforce, while four said TCN workers range between 25% and 50% of the total workforce, and only three employers said that more than half (50%) of their workforce is TCN workers. Below is a visualization of the responses:





The majority of the companies/organizations appeared to be located in an urban environment such as metropolitan areas (11%) and cities (65%) with a minority based in villages (17%) and rural areas (7%). This may indicate that the majority of TCN are concentrated in Urban environments.

Asked whether they consider IT skills important:

- 17% of employers said they consider it exceptionally important (17%),
- very important (37%) to moderately important (24%) for their companies,
- while only 19% considers it as slightly (17%) to not at all important (2%).

This means that a total of 78% (exceptionally, very, moderately) of employers indicate the importance of IT skills in the employees that they hire.

Asked about particular skills that employers would like for IMLAM to provide the majority noted the following:

- MS Office Skills (word, excel, email)
- Software Communication skills
- Coding
- Graphic Design
- Data Analysis

Most employers said that the average induction training they offer lasts from one to three months, while only about 6 employers said their training may last from 6 months to 1 year. A total of 17 out of 46 respondents said their average training lasts for about one month or less.

This shows that the average time that employees take to train their staff is between one to three months based of course on the following challenges that a lot of employers said they face while training their staff.

- Language Barriers
- Time restrictions
- Lack of communication and understanding of concepts
- Budget
- Technical Terminology

Country-comparison analysis:

Latvia in comparison to other countries has the lowest percentage of TCNs employed based on the sample collected, as 10 out of 11 employers have 0-10 % TCNs in their companies/organisations. In Malta, according to the survey, training is relatively a short-term process between around 1 week to month.





Section 3: Findings - Survey for Migrants

Respondents' demographics

As shown in the pie charts below, from a total of 193 migrants who took this survey, 104 identify as women (54%) and 89 identify as men (46%), of whom 75% are currently employed and 26% are not.

3. Please provide your gender:

[More Details](#)

[Insights](#)

Male	89
Female	104
Other	0



4. Are you currently employed?

[More Details](#)

[Insights](#)

Yes	142
No	51



The majority of respondents that answered the survey come from Asian countries, followed by Africa, Latin America and Eastern Europe.

Migrants and IT skills

This section outlines migrants current IT skills, as well as previous experience of trainings with IT courses, and sheds a light on the challenges they faced on finding employment in regard to their IT skills. Finally, it explains what particular technical skills they would like to gain from the IMLAM educational material.

According to the survey results, only 13 participants don't have basic IT skills and the rest of them are relatively well familiarized (47) or have intermediate (75) to professional knowledge (17) of IT.





5. How would you rate your Information Technology (IT) skills?

[More Details](#)

[Insights](#)

● Non-existent	13
● Novice (basic skills like email an...	47
● Intermediate (Word, PPT, basic ...	75
● Advanced (fully capable to use ...	41
● Professional (work in IT-related f...	17



A total of 57% of respondents said they had received training before to enhance their IT skills, meaning that about half of those who took the survey were never trained to upskill their digital knowledge and skills.

Four in five (80%) migrants, overwhelmingly believe that IT skills have an impact on employment opportunities.

The courses that migrants will benefit according to the survey based on the most relevant answers and their importance:

- 1) MS Office courses
- 2) Basic Technological skills
- 3) Social Media Management
- 4) Software Management
- 5) Web Development

A note to this question in the survey is that some migrants do not work in a sector that requires IT skills as they are employed in fields that require physical work.

Only 7% of migrants required assistance with completing the survey.

Conclusions and Recommendations

In this final section of the report, are presented some final conclusions about the surveys and some recommendations for the upcoming IMLAM activities. First, there no major differences between the three countries where the surveys were conducted to indicate the need for a country-based approach for the Activity 2 and Activity 3 of the IMLAM project. All surveys indicate the importance of IT skills for migrants and TCNs, and their quest to find employment in their host countries by all of the three categories of the survey (adult educators, employers and migrants). The most prominent skills that all of the three categories seemed to be interested in providing/receiving training courses for are MS Office, communication skills, social media, data analysis and language courses.

Based on the results, CSI provides the following recommendations in terms of topics to be covered in the upcoming adult educators workshops (train the trainers) in order to pass them down to migrants that need to integrate in the labour market of their host country.

Activity 2: Training Materials & Awareness Building for Adult Educators





The material that will be produced to upskill and support adult educators who train migrants it is advised to cover the following topics on digital skills and knowledge:

1. MS Office (Excel, Word, Email, Power Point, Teams)
2. Data analysis: This topic could take the form of a workshop for the development of Data Analysis skills.
3. Social Media (Content creation - Canva, Social media management, use of AI tools, how to run a campaign)
4. Soft Skills/Communication skills: A suggestion derived from the results can include a workshop with a focus on developing communication skills and how to communicate acquired skills with the correct writing of a CV and a cover letter.
5. Suggested topics for podcasts can include: The importance of body language in transmitting self-confidence during the hiring processes, Language basics (to be adjusted for each country) Importance of Social Media in Business, discussion about a common local (to be adjusted for each country) manual for IT training for migrants, Facilitation skills in workshops for TCNs (for adult educators).
6. Language: As language has been identified as a main barrier of teaching/learning, it is important that IMLAM addresses this need both for educators and learners and support the latter in gaining a basic understanding of language concepts and phrases used in the hosting county.
7. Use of inclusive language; customizing training to migrants' needs
8. Delivery of online and/or hybrid trainings
9. How to use Skype, Zoom, MS Office, Google Apps, Canvas, Microsoft Teams, Google Meet, Google forms, Moodle, SurveyMonkey, Adobe, Dropbox, Google Drive
10. Online assessment tools (Kahoot)

Activity 3: Basic IT course to help students attend blended learning:

Migrant learners will be able to take this course to further enhance their knowledge and acquire new skills based on the needs of the local labour market. The course will be simple for migrants that are not very literate in digital skills, and it will help them to follow the different modules. By attending this IT course, migrants will be able to overcome barriers and mismatches in the labour market of their hosting country. Based on the findings of the surveys, CSI suggests that the following are included in the IT course that will be developed by Activity 3 of IMLAM.

- MS Office course (Excel, Word, Power Point, Email, Teams)*
- Canva Course
- Social Media Course
- Web Development course
- Data Management
- CV & Cover Letter development course
- File management/Cloud sharing
- Use of online translators to facilitate communication issues and address language barriers with the host community





* Gmail can be used to be able to get access to online, free versions of these tools (Google sheets, Google Slides, Google Document), without requiring to have a Microsoft subscription in order to access MS Office.

Survey Links:

- 1) https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&token=c082a10c21104c768536ad878a45b61b&wdlor=c7E423A21-7A48-459B-AAC4-CF2AAC64EBA7&id=C_AdQXKMpkC8T20I0ZY0aaefShZj9hVKpebJWeKnWgpUQ1VXMklyUU9aOEJQWTRZRTRCV1o4NFY5Qy4u&analysis=true
- 2) https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&token=fdeab943cf064447af6df2cd7ff87f36&wdlor=cAD24B08A-EB4B-462D-88C2-AD0D28063313&id=C_AdQXKMpkC8T20I0ZY0aaefShZj9hVKpebJWeKnWgpUQjdPRDFMUDZHUFZXT0RYWVFBNTQ0VVdUVC4u&analysis=true&tab=0
- 3) https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&token=850fc0945fcb4e18a724ca6e9608c722&wdlor=c5590B759-B7A7-494F-8753-42D5F25C19BA&Imid=C_AdQXKMpkC8T20I0ZY0aaefShZj9hVKpebJWeKnWgpUQ1dLTFBHNzBCRjVUUIBLWjIFS1A3VjBMOC4u

