

Need analysis Report

Romania

Romanian Institute for Adult Education

&

FRG Timisoara

June 2020

1. Introduction

The scale of transnational migration is unprecedented. Europe had to face refugee or migrant “crisis”, with waves of refugees moving from the South to the West, trying to escape war and poverty. Alongside the “crisis”, wealthy countries are using migration as a strategy to fill gaps in their labour market and to replenish an aging workforce, draining resources from the east or the south.

A parallel phenomenon of return migration, especially in countries of South-East Europe, triggers challenges in terms of reinsertion on the local labour market, but also in terms of reintegration in local communities and society as a whole. To these phenomena, the adults aged 45+ are even more exposed, as in their case we are talking also about a migrant background out/in of the labor market, with even more difficulties of reintegration, due to (long-term) unemployment, de-skilling, and a bigger competency gap. The adults of 45+ are vulnerable groups, enjoying affirmative measures to support their employment. Also, with the tendency of ageing society, their age group will be an increasing one. The (re)migration for work inside Europe of people from Eastern European countries was mainly for jobs in building and carrying (of elderly or less autonomous persons).The experience gained in such fields is to be validated and recognized so that they have certified competences.

Upskilling adults 45+, with migrant background – UPAM 45+ is an Erasmus+ project aiming to provide solutions for better integration on the labour market and in society of adults 45+, with migrant background, through basic skills learning. In this project 6 organizations from Romania, Spain, Greece, Netherlands, Germany gathered together in order to develop integrated solutions necessary for adult education providers in order to support (re)migrants, adults aged 45+, to acquire basic skills: entrepreneurship, digital and soft skills, and/or, to validate their competences. This way, adults 45+ are supported, in a holistic way, for social and professional inclusion. In order to develop the intellectual products at consortium level, a research was carried out on the analysis of the educational needs of migrants

2. Methodology

During the selection process of participants in the educational needs analysis of migrants, trainers, educational counselors and experts in adult education were recruited from

among the collaborators with whom the two institutions: IREA and FRG Timisoara, developed educational packages in which migrants also took part.

They were contacted by the representatives of the two institutions in Romania, by e-mail or telephone, presenting the purpose and objectives of the UPAM45 + project, inviting them at the, same time, to participate in this first stage of research. With their help, we managed to identify and get in touch with our target group of the project: migrants.

The questionnaires developed within the project were translated into Romanian and distributed by e-mail, or in printed format to migrants with the help of trainers. The interpretation of the data of this questionnaire was made jointly to develop a national research report.

The applied questionnaire was based on a qualitative interpretation of the training needs of migrants.

3. Results

Trainers questionnaires

A total of 18 people were involved in this interview process of the trainers.

- a. **The term “migrants” is broad. In our project, we focus on those who are unemployed or face unstable working conditions. If you consider the migrants 45+ you are working with, could you briefly describe main characteristics of them? It will help us to better understand your answers to the questions that follow below.**

The profile of migrants in Romania is not very diverse, having many common aspects among which:

- the issue of (re) insertion on the labor market
- recognition of previously acquired competencies
- the existence of incompatibilities of the technologies with which they worked
- differences related to the payment of work performed outside Romania and in Romania
- linguistic barriers to communication.

- b. **Adults 45+ often have a professional qualification. What are the ones of those you are working with?**

The answers given to this question converge on 3 major fields, where they acquired a qualification were those tangential to the field of construction, caregivers of the elderly or agriculture.

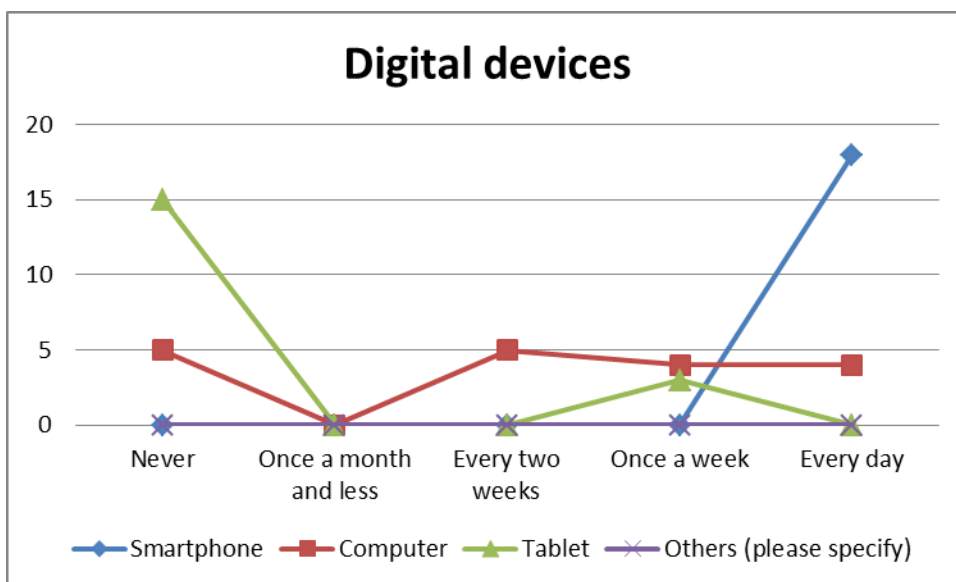
c. Do they have any other certificates, too?

There is a similarity of the positive answers offered to this question, in which a large number of migrants have a certification, but without practicing in that field; which indicates that there is a global incompatibility between the certifications and qualifications obtained by migrants and the needs of the labor market. And another very important issue is that of the European Qualification Framework (EQF), which is not unitary and the issue of those coming from outside the EU.

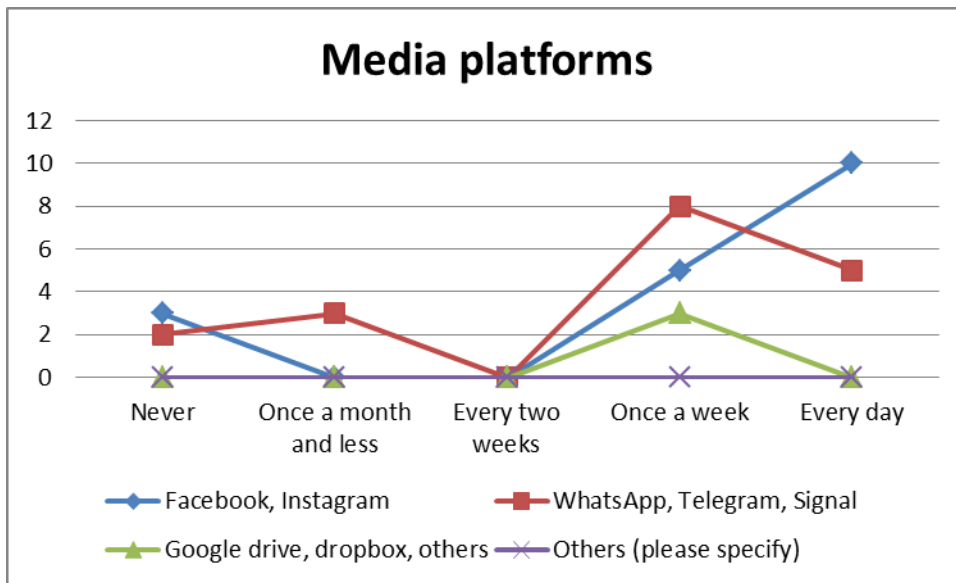
d. How would you describe the skills and work experiences of migrants 45+ you are working with?

The answers given to this question give us a more detailed picture of the experiences that migrants have faced during social integration and the labor market. To achieve this goal, migrants had a variety of jobs in areas such as: construction, agriculture, elderly care, on the side of restaurants, but also unskilled work. One can observe an exaggerated mobility of them from one job to another.

e. What about digital skills?



From the answers received it can be seen that migrants use their smartphone daily, weekly, some, PC, and very little tablet.



A large number of migrants have a Facebook account and use WhatsApp to communicate with family and friends. It can also be seen that their digital skills are not developed, not even at a basic level for online payments, editing and archiving online documents, etc

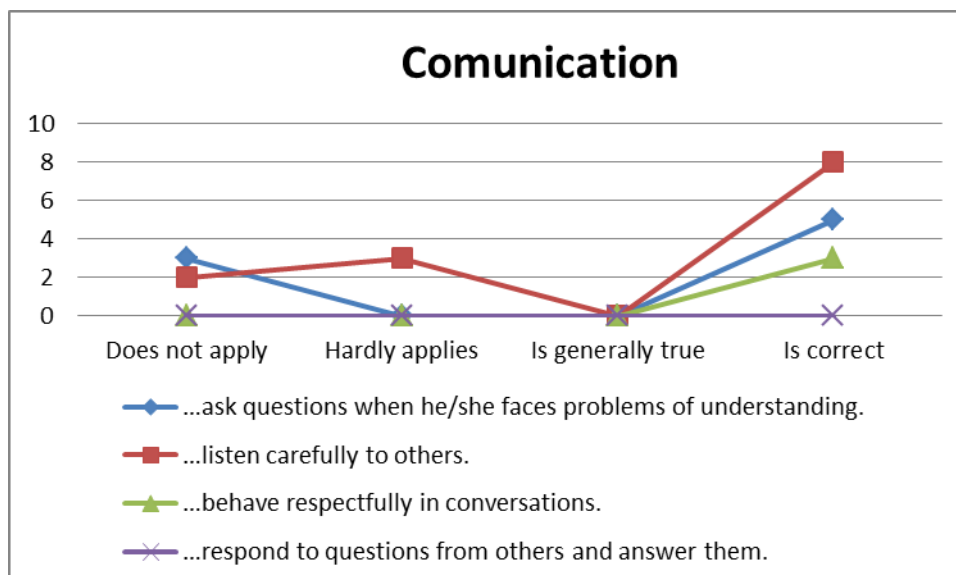
- f. **When your students/clients applied for an internship, a job or unemployment benefits, did they fill in an online application?**

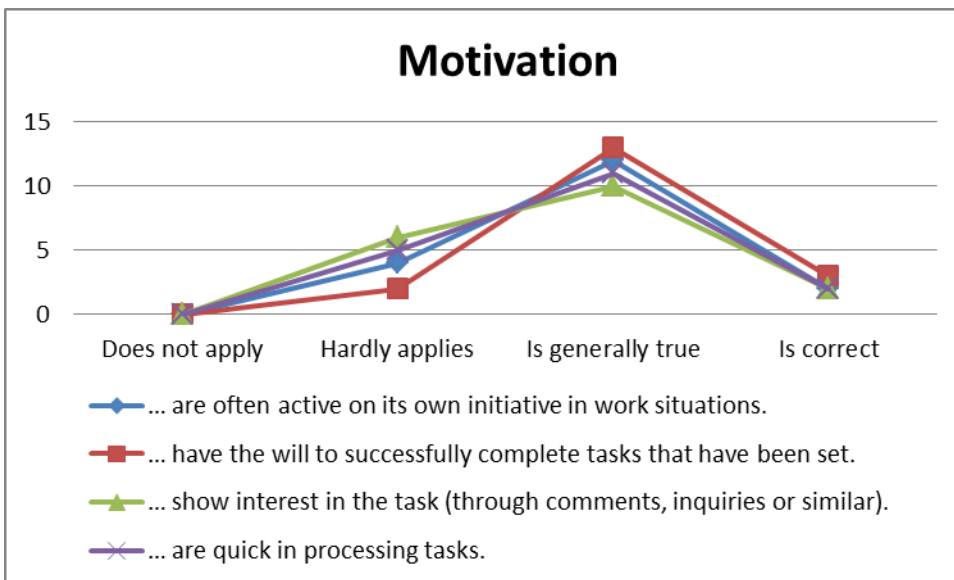
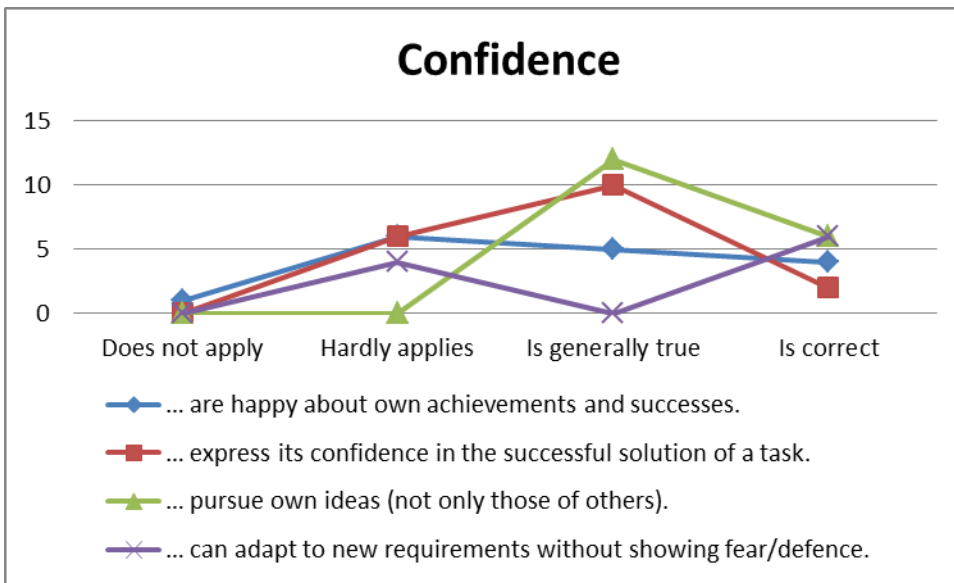
There were no affirmative answers regarding the online application for a job. Once again we can see the low level of digital and ICT skills of migrants.

- g. **Are your students/clients experienced in programming and building a website?**

And for this question there were totally negative answers.

- h. **What about the general competences?**





- i. **A well integration into society includes at least the areas of work, housing and social contacts. Finding a job that also matches one's own abilities requires qualifications. In addition to those your clients/students already have: which ones do you think are still needed? In other words: Which skills do you believe are lacking for the people you work with?**

The respondents are of the opinion that migrants would have useful knowledge and additional information related to the legislation on their rights and obligations, and at work they need to develop teamwork skills, communication, safety and health at work, as well as skills ICT for efficient integration.

- j. **Which skills need to be improved in your target group?**

Those who work and develop educational packages for migrants believe that they need to develop and improve basic skills, specific skills at work, with a focus on ICT, linguistics, entrepreneurship.

k. What do you think are the reservations of employers to hire (re-)migrants 45+?

When it comes to hiring a migrant, the employer often has a number of setbacks in this regard: lack of seriousness and steadfastness in a particular job, higher salary demands, the existence of medical conditions, lower productivity, etc.

l. What are the main problems in terms of the society, politics and also employers' attitudes that migrants 45+ are facing? What would be the best to overcome them?

The existence of preconceived ideas, which label the migrant as an maladaptive person who can not adapt to society and who is always looking for new jobs to earn more money and increase their social status, are just a few traits that the employer has. compared to it, due to the lack of a legal framework regarding the rights and obligations of the migrant; lack of educational, training and development support that should come from the National Employment Agencies or other state-run programs.

m. What about your own situation: What difficulties you are facing when you are in contact / working with migrants45+?

A main problem that emerges from all respondents is that of cultural and ethnic differences that are observed in the courses provided. Example of the situation of Muslims, but also for a part of the Roma population (which may have a very low level of education).

n. Which (further) qualifications would you need to improve your work with this target group

In order to provide them with the most effective support, trainers and counselors believe that they need to improve their legislative knowledge on migrants, the specifics of adult learning 45+, recognition and validation of migrants' skills, entrepreneurial skills to guide them in starting businesses, on its own (being a great demand in Romania, in this segment).

o. What else would help you better supporting migrants45+?

Specific social measures and programs funded for professional retraining that are easily accessible to the target group.

p. Is there any other point you wish to mention? It would help us to learn from you

There was no answers.

Migrants questionnaire

A total of 12 people were involved in this interview process of the migrants.

a. Adults 45+ often have a professional qualification. What is yours?

Out of the 12 respondents from Romania, 3 persons were identified without prior qualification, the remaining 9 persons having qualifications in the field of construction industry, mechanics, sales, agriculture, hotel.

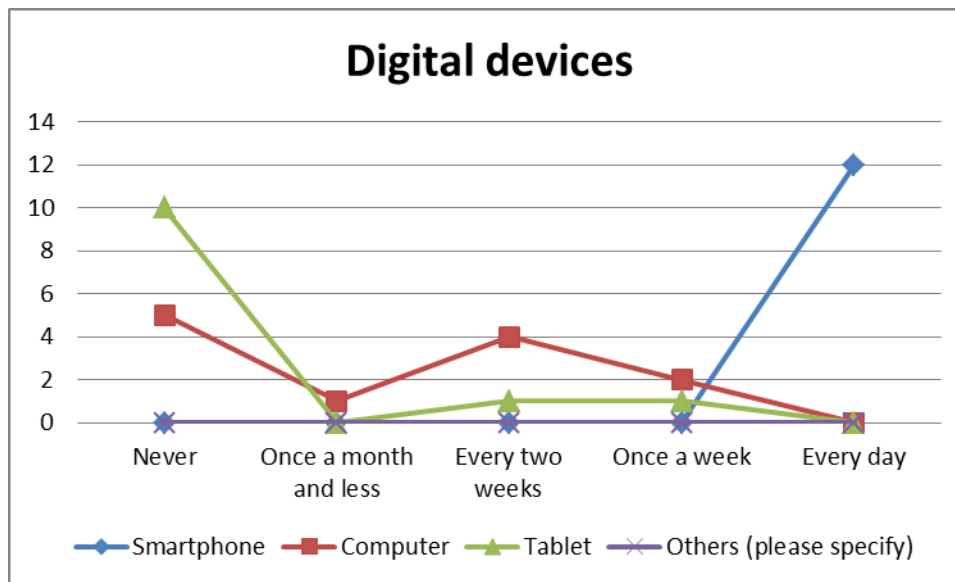
b. Do you have any other certificate?

Only in two cases did the migrants retain an additional certification in order to be able to work legally as an elderly caregiver in the destination country.

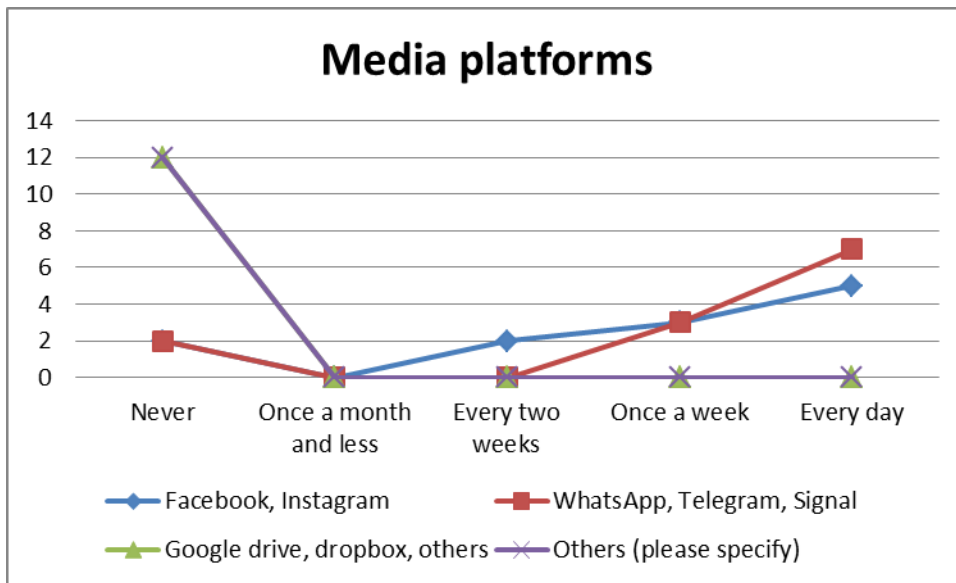
c. How would you describe your skills and work experiences?

Some migrants carried out agricultural work, help on construction sites, maids in the hotel, professional drivers.

d. What about your digital skills?



In general, immigrants use their smartphones daily, and at the opposite .are the tablet and the computer



Facebook along with whatsapp are used for communication with loved ones. Other more advanced platforms like Google Drive are not used at all.

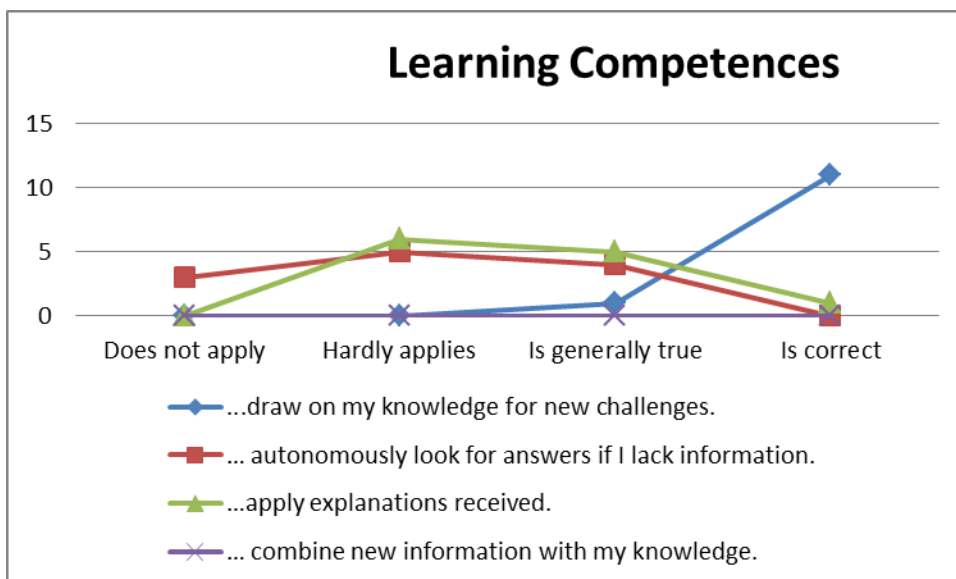
e. When you applied for an internship, a job or unemployment benefits, did you fill in an online application?

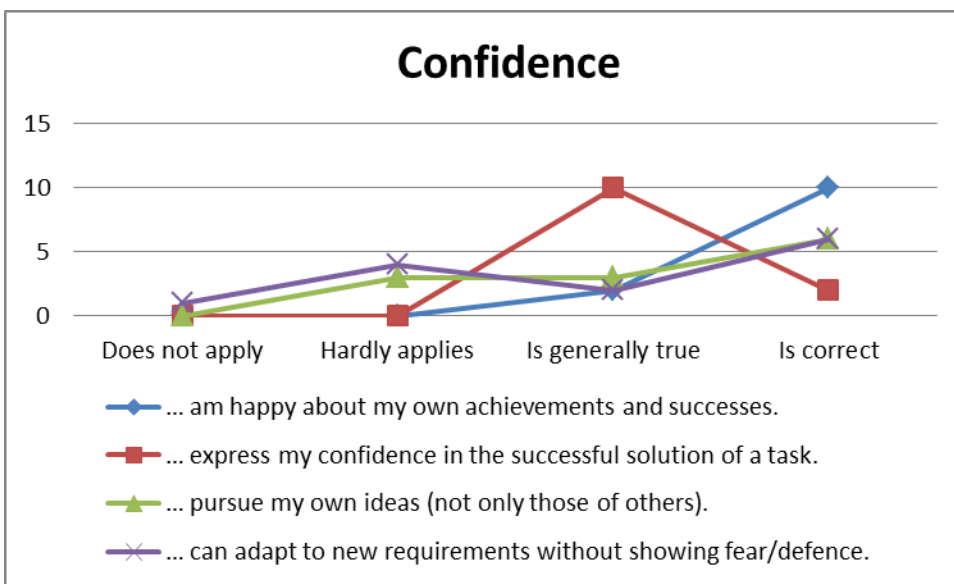
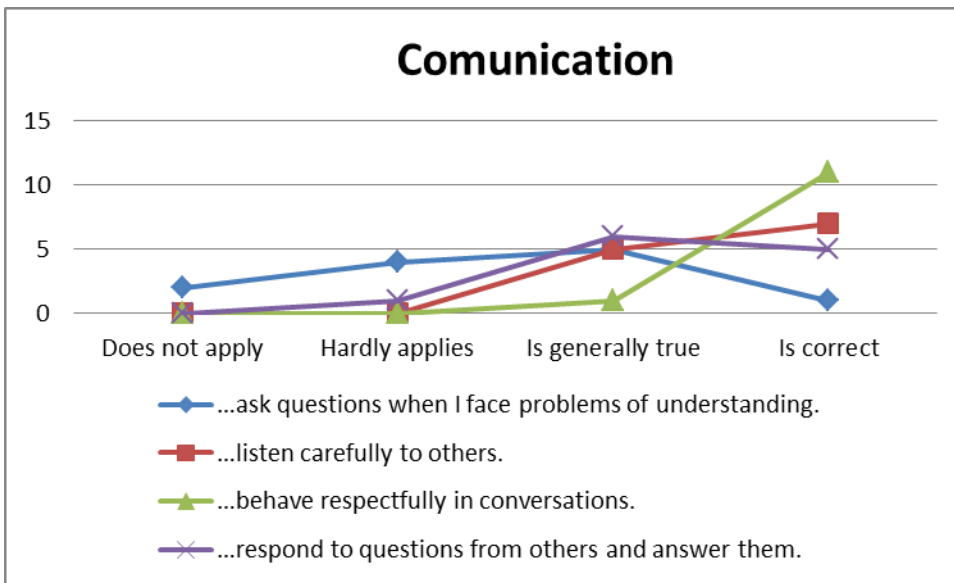
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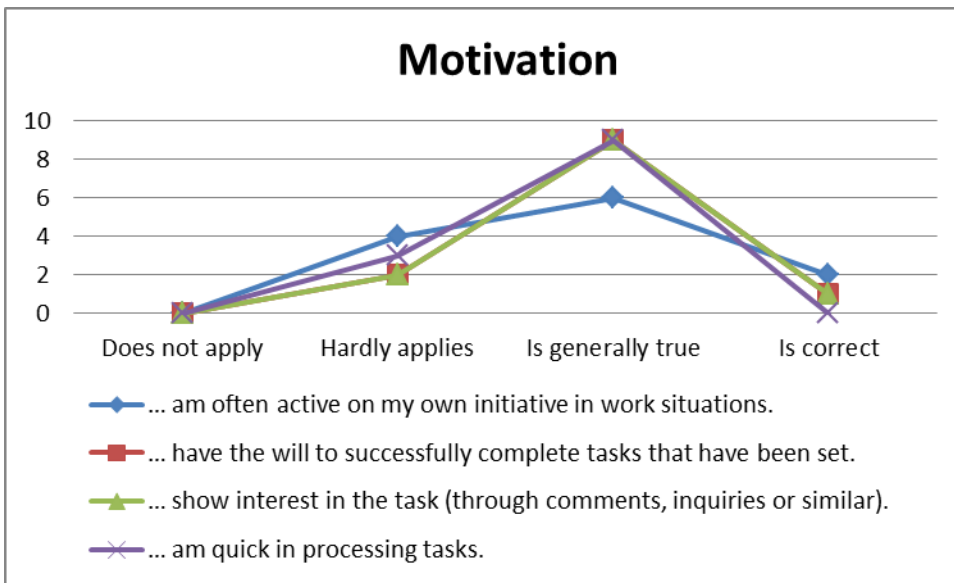
f. Are you experienced in programming and building a website?

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h. A well integration into society includes at least the areas of work, housing and social contacts. Finding a job that also matches one's own abilities requires qualifications. In addition to those you already have: which ones do you think are still needed?

As the previous answers show, digital skills occupy a first place in the development interests of migrants.

i. Is there any training you would like to do?

Mainly, the answers received by migrants converge to practical courses, with immediate applicability and certification in a field such as: construction, cooking, entrepreneurship etc.

j. What else would you like to learn?

In general, they want to learn a little about the legislation that gives them rights and obligations, as well as better information on labor market integration, programs where they can apply for this.

k. If you consider “integration” or “arriving” in a new situation/country, is there any point else you wish to mention? It would help us to learn from you.

In general they feel like people who are offered something to work on, but an integration process in this regard does not really take place.

4. Conclusions

Problems related to the recognition of competencies and qualifications are a problem for those who are not able to prove them. While most of the initial response was focused on humanitarian aid (shelter, basic necessities and children's education) now is the time to step up support for the integration of refugees and those who are likely to remain. Migrants who are fully integrated into the labor market can increase per capita income in the economy of the beneficiary country, providing the necessary labor and skills in critical professions and sectors. Upon returning home, migrants of all skill levels also have the potential to make a positive contribution to economic development through financial investment, as well as human and social capital gained abroad, such as new skills, ideas and know-how. (European Parliament, 2016).

Vocational education and training (VET) programs can help connect migrants to the labor market and find jobs that match their skills and qualifications. Returning migrants and refugees (with the right to work) often face many challenges in the labor market, including a lack of recognition of skills and abilities acquired abroad or in their country of origin. Recognition of these skills is a key factor in the smooth transition to decent work for migrants, but is often overlooked by institutions that can facilitate this process.

Therefore, access to integration programs should not depend on the group to which the immigrant belongs, but rather on their prospects and settlement needs. Finally, integration can only be fully successful if all groups of immigrants have the chance to realize their potential.