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## **Executive Summary of the NAMED – Study report**

The precarious situation of labor migrants in the EU has once more been brought to the fore in the wake of the current Covid-19 pandemic. Mass infections in slaughterhouses, labor migrants being left unemployed and stranded abroad and the death of one Romanian labor migrant in Germany have restarted discussions about working conditions, exploitation and the crowded, unsanitary housing to which some working migrants are confined. While these circumstances are particularly dire in the coronavirus pandemic, they are not new. The root causes of working migrants precarity are manifold and diverse: lack of workplace controls, a hard to control system of sub-contracting, the poor state of the economy in the countries of origin and the isolation of working migrants in their country of destination. Social isolation and the lack of support abroad especially contributes to the vulnerability of working migrants.

### NAMED

Striving to break this isolation and foster the inclusion and empowerment of working migrants, the Katholische Erwachsenenbildung im Lande Niedersachsen e. V., The Foundation for European Studies (FEPS) and Asociația Institutio Pro Educationem Transilvaniensis are undertaking the ErasmusPlus project NAMED. NAMED stands for Narratives of Working Migration as tools for the Assessment of Education Demands. During this project, the participating institutions have evaluated working migrant's education demands through in-depth interviews. The results of the analysis were published in an open access-study. Based on the study's findings, the project partners will develop a curriculum to address these demands.

### The Assessment of Education Demands - Central findings

Between December 2018 and December 2019, the NAMED research team conducted 41 biographic-narrative interviews with participants in Germany, Poland, Romania and the UK. The study participants were asked to tell their life story and related their experiences in a free narration. The interviews were transcribed and were analyzed employing a constructivist grounded theory methodology. Through this inductive approach, the education demands of working migrants were identified and a middle-range theory about their relationship to social, political, as well as economic factors was developed. Following, central results of the analysis are presented. The study report *The Education Demands of Working Migrants in the European Union* encompasses three country studies. The integrated results from these country studies are as follows.

The education demands of working migrants with regards to educational contents are:

- The country of destinations language
- Laws and rights in the country of destination
- Social policy in the country of destination
- Education and job training
- General orientation and intercultural competencies



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The analysis of the interview material did not only illuminate the educational contents needed, it furthermore showed, that the form of conveying these contents is also an important aspect of working migrant's education demands. Education needs to be sensitive to the requirements of everyday life. The circumstances of working migrants necessitate an education that is responsive to the following factors:

- Time (both with regards to course schedules and the resources of working migrants)
- Access to education (spatial, economic and access to information about education)
- Informal and remote learning (labor migrants learning is often problem-oriented)
- Language of the course
- Age and cultural background of participants

The education demands of working migrants are shaped, both with regards to content and form, by a range of intermediary factors. The impact of these factors can make some educational contents especially important. They can determine the form of education necessary to convey these contents. The impact of these factors can also inhibit or promote working migrant's access to education and their educational success. These intermediary factors are:

- Family (e.g. family background, migration with/out family and reproductive work)
- Work (workplace, working conditions, work environment, financial situation)
- Migration (form of migration, experience in country of destination, duration of stay)
- Personality
- Education (prior education & job training, language proficiency, learning experience)

The education demands of working migrants are not only shaped by intermediary factors on the meso level, but also by the larger context in which their working migration takes place. The relevant context factors which the interview partners reported influenced their migration experience and their education demands both directly and indirectly. They had a direct impact by creating the demand for specific educational contents and forms. Additionally, they exerted influence by inhibiting or promoting access to education.

The context factors identified in the interview material are:

- The political system of the countries of origin and destination
- Society and culture in the country of origin
- Social policy in the countries of origin and destination
- Educational systems
- The economic situation both in the countries of origin and destination
- The legal framework of migration and the institutions enforcing it

The many factors influencing working migration challenge educators in developing learning formats which are suitable to the different circumstances of working migrants. The educational demands of working migrants, as well as the factors influencing them will be addressed in the second phase of the NAMED project.