



Fostering Migrants Employment in the Construction Sector

MITRUST

PR1 National Report – GERMANY

FOSTERING MIGRANTS' EMPLOYMENT IN THE CONSTRUCTION SECTOR



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1. INTRODUCTION

1.1 Rationale of the MITRUST Project

Construction is one of top 10 principal sectors of employment for migrants in EU and globally, since migrant workers can be found in considerable numbers in construction domains and thus their contribution to construction industry is important worldwide. However, according to the latest report of European Construction Sector Observatory (2020) there are several specific barriers to the training of building workers, which are linked with the lack of new technologies that support the access of migrant workers in training. Cultural and linguistic barriers may also pose a difficulty for attending training.

Thus, low-skilled migrant workers are at the risk of losing their jobs.

According to CEDEFOP, globalization and technological changes have affected the EU construction and building workers forced them equipped with new skills (technical, soft, language skills). For this reason, there is more need for VET support on this sector, while establishing partnerships between sectorial companies and VET providers is another important issue. However, as CEPS indicates there is still a lack of investment in skills training by construction companies, due to a variety of reasons (market failures, unaffordable costs, etc.). One more challenge should concern the construction industry is the informal experience migrant workers and their prior learning recognition.

Last, but not least, language learning of construction terminologies was happening on-the-job place and time until now. However, COVID19 impact has affected this type of learning due to the demand of keeping social distancing and working as remotely as possible.

The purpose of MITRUST project is to develop and deliver an innovative digital tool with the intention to support migrants who would like to work in the Construction Sector to acquire the necessary language competences, soft skills and proper behaviors in the construction site. the project focuses on targeted open and distance learning opportunities which will offer better career perspectives to migrants who want to be transferred in an EU country and to enter in construction industry labor market away from social exclusion and marginalization. Besides, access to learning offerings and enhancement of employability is one of the most efficient ways for Migrants' successful integration into the recipient EU societies.



1.2 Purpose of the Study

The aim of this study is to develop a sound and updated insight of the Construction sector, based on the analysis of the construction industry, and the identification of the construction related job positions where migrants fit better. The study's objective is to investigate the actual employability or potential working opportunities within the sector and to provide a comprehensive and updated analysis in terms of the necessary language competences and skillset that meets market demand and current trends. Through an approach which examines construction specialties where migrants are mostly needed, and an analysis of soft and technical skills required by migrants, the study will define what kind of "intervention" is required (on language/soft or technical skills) improvement. The latter will build a strong basis for the identification of the User Specification Requirements that will guide the design and development of the Open Educational Resources tool in terms of learning and education offerings. Therefore, the study intends to map the existing context of the construction sector, to identify the skills gaps of TCNs and potential skills mismatches.

We will seek to verify and enrich our conclusions by inviting insights and feedback from a range of the target group in order to get a balanced, comprehensive and up-to-date overview. For this purpose, a comprehensive research methodology has been designed and implemented, combining both desk and field research.

The purpose of this document is to highlight the findings and results of both desk and field research that has been conducted in Germany.



2 DESK RESEARCH IN GERMANY

2.1 Brief analysis of the current situation of the Construction sector in the country

The construction industry expects a **positive development in 2022**: According to the forecasts of the ZDB, the construction industry in Germany will develop as follows:

- **2020**: 143 billion euros
- **2021**: 143.5 billion euros in sales (+ 0.5 percent nominal year-on-year)
- **2022**: 151 billion euros in sales (+ 5.5 percent nominal year-on-year)

Due to the price development of construction costs by around four percent, this would result in a **real increase in sales of 1.5 percent**.

According to the association survey, the overall mood is cautiously optimistic. There is hope that the forecast for the price development of building materials in the second quarter of 2022 will be somewhat more positive.

The effects of the Corona pandemic were felt in the construction industry in the form of material shortages for lumber and steel and supply bottlenecks. The shortage of materials even caused a sharp rise in prices due to the delays, which were reflected in the reduction in sales as orders could only be processed with delays or not at all.

According to the Federal Statistical Office for the main construction industry in Germany, sales increased by 1.6% overall and the number of employees by 1.5% compared with the same period of the previous year. Sales differed in the comparison between building construction and civil engineering: While sales in building construction increased by 0.2 percent, sales in civil engineering decreased by -1.9 percent. However, there was a decrease of -0.6 percent in the number of employees in both building construction and civil engineering.

Demolition and site preparation work and other specialized construction activities (e.g. roofing and carpentry) showed a particular development: *The turnover in demolition and preparatory construction works increased by 5.4% percent and the number of employees by 2.9% compared to the same period last year.*

In other specialized construction activities (for example, roofing and carpentry), sales increased by as much as 8.2% and the number of employees by 2.3%,

The strongest subcategory of economic sectors is "carpentry and timber engineering" with a sales increase of 9.8 percent. The sector that lost the most was "Civil engineering for pipelines, well sinking and sewage treatment plants" with a 3.7 percent drop in sales.

Price increases will continue to have an impact on the construction industry in 2022. However, construction companies are increasingly passing on prices to builders. **Construction costs** are therefore **rising**.

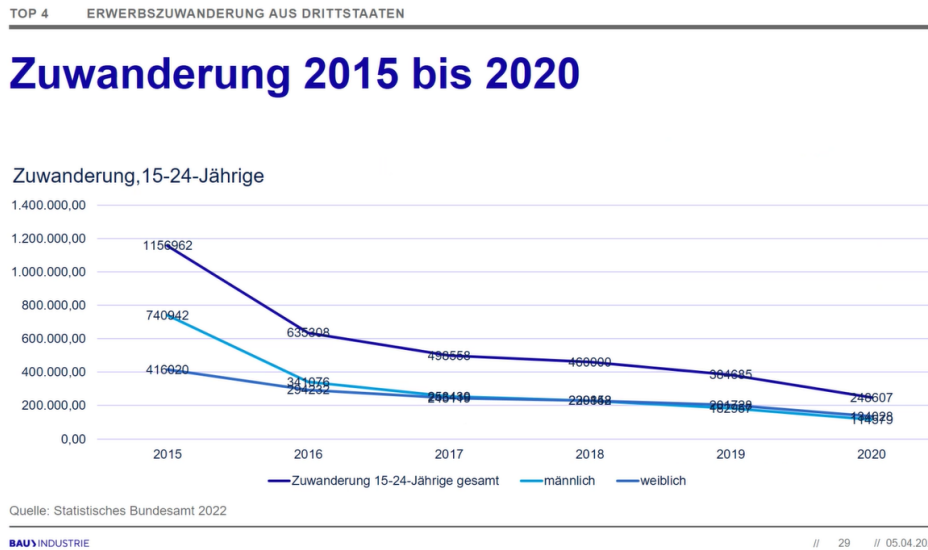


As **demand continues unabated**, modernization of public infrastructure, housing construction and climate-neutral building are also picking up speed with the coalition agreement of the new German government.

2.2 Employment of TCNs in the Construction Sector

Resources: Specialties and Sectors, Occupational Profile of TCNs, skillsets required, working opportunities and challenges, numbers/charts/nationalities/working sectors/ strategies/barriers

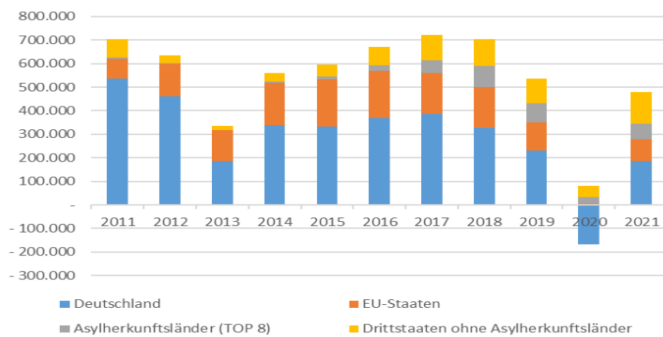
Immigration of workers and employees from third countries declined steadily in the period from 2015 to 2020, as the following chart from the Federal Statistical Office from 2022 illustrates:



The immigration of workers and skilled workers to Germany was even significantly affected by the Corona pandemic in 2020. The following chart illustrates the drastic slump in immigration in 2020 by way of example:



TOP 8.2 ERWERBSMIGRATION



Quelle: Entwurf NRP 2022, S. 71, urspr. Statistik der Bundesagentur für Arbeit; jeweils Juni-Wert ggü. dem Vorjahr

BAUINDUSTRIE

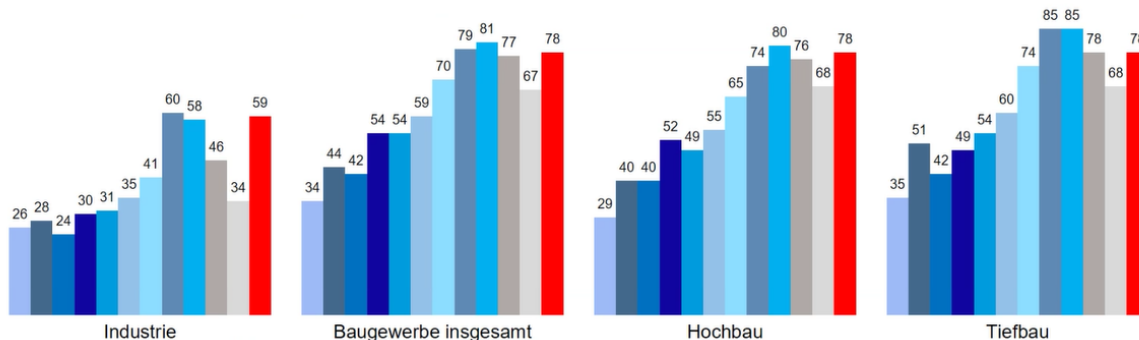
24 // 04.04.2022

With the slump in immigration, the economic risk of a "shortage of skilled workers" rose again significantly. The following chart shows, in percentage terms, the assessment of companies that rate the shortage of skilled workers as a very high risk (in the economic development of the company in the coming 12 months). The chart should be read as follows: ...% of companies see the shortage of skilled workers as a major risk at the beginning of each year in 2011 to 2022 in the areas of industry (manufacturing), construction overall, building construction, as well as civil engineering:

Das Konjunkturrisiko „Fachkräftemangel“: Wieder deutlich gestiegen.

... % der Unternehmen sehen als großes Risiko (bei der wirtschaftlichen Entwicklung des Unternehmens in den kommenden 12 Mon.) den Fachkräftemangel, Anteil in %, jeweils zu Jahresbeginn

■ JB 2011 ■ JB 2012 ■ JB 2013 ■ JB 2014 ■ JB 2015 ■ JB 2016 ■ JB 2017 ■ JB 2018 ■ JB 2019 ■ JB 2020 ■ JB 2021 ■ JB 2022



Quelle: DIHK

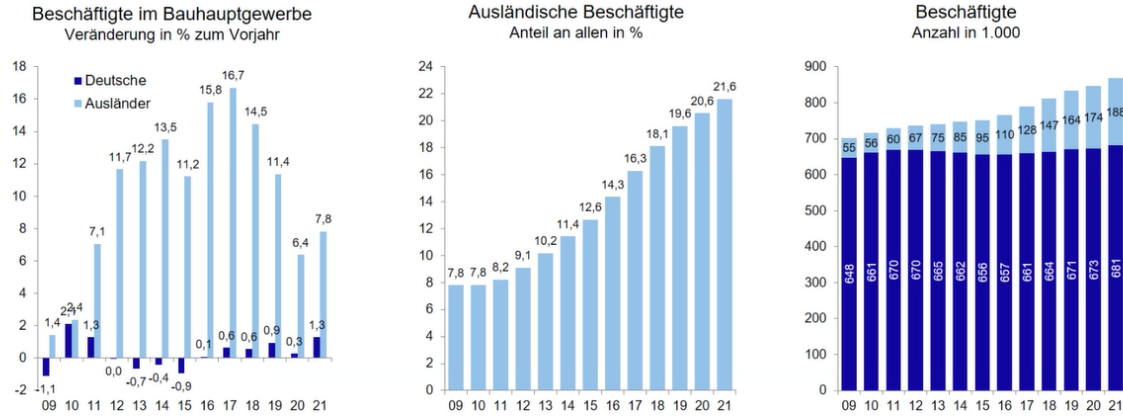
At the same time, initial trends show that barriers to immigration are slowly being removed. In order to tap the potential of foreign skilled workers and trainees for the German economy, even better use must be made of legal and political instruments, as the increase in employment in the German construction industry, for example, is predominantly due to foreign employees, as the following charts illustrate:



TOP 4 ERWERBSZUWANDERUNG AUS DRITTSTAATEN

Beschäftigtenaufbau überwiegend durch ausländische Beschäftigte.

Sozialversicherungspflichtig Beschäftigte im deutschen Bauhauptgewerbe, Angaben jeweils im Juni



Quelle: Bundesagentur für Arbeit, eigene Berechnung

BAUINDUSTRIE

Bauarbeitsmarkt

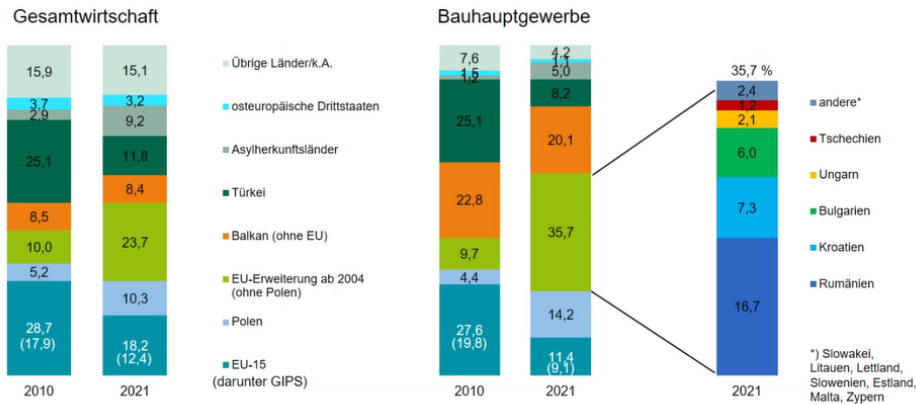
Hauptverband der Deutschen Bauindustrie e. V. // Kraus // 03.03.2022 21

The majority of employees in the main construction sector come from Romania, Poland, Turkey, Croatia, Bulgaria and Hungary:

TOP 4 ERWERBSZUWANDERUNG AUS DRITTSTAATEN

Die ausländischen Beschäftigten im Bauhauptgewerbe kommen überwiegend aus Rumänien, Polen, Türkei, Kroatien, Bulgarien und Ungarn.

Sozialversicherungspflichtig Beschäftigte mit ausländischem Pass, Anteil nach Staatsangehörigkeit in %, Angaben jeweils im Juni



Osteuropäische Drittstaaten: Russische Föderation, Ukraine
 Asylherkunftsländer: Eritrea, Nigeria, Somalia, Afghanistan, Irak, Iran, Pakistan, Syrien
 Balkan: Albanien, Bosnien und Herzegowina, Kosovo, Mazedonien, Serbien

Quelle: Bundesagentur für Arbeit, eigene Berechnung

BAUINDUSTRIE

Bauarbeitsmarkt

Hauptverband der Deutschen Bauindustrie e. V. // Kraus // 03.03.2022 22

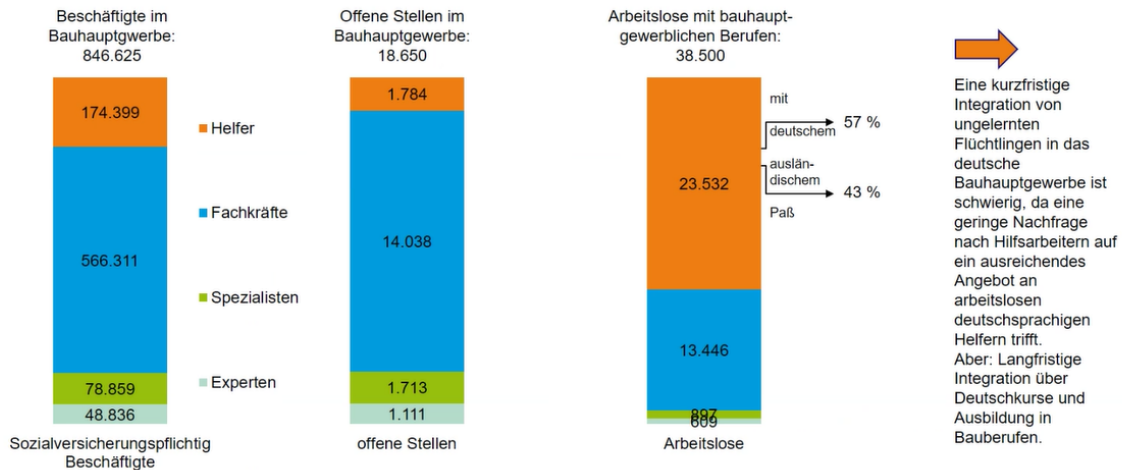


In this context, the demand and supply structure of employees in the main construction sector in June 2021 shows that refugees will not be able to fill the labor gap. At least, this does not appear possible in the short term.

TOP 4 ERWERBSZUWANDERUNG AUS DRITTSTAATEN

Könnten Geflüchtete die Arbeitskräftelücke schließen? Kurzfristig nein.

Nachfrage- und Angebotsstruktur der Beschäftigten im Bauhauptgewerbe, Anzahl jeweils im Juni 2021



➔ Eine kurzfristige Integration von ungelerten Flüchtlingen in das deutsche Bauhauptgewerbe ist schwierig, da eine geringe Nachfrage nach Hilfsarbeitern auf ein ausreichendes Angebot an arbeitslosen deutschsprachigen Helfern trifft. Aber: Langfristige Integration über Deutschkurse und Ausbildung in Bauberufen.

In the chart, the following is highlighted: "Short-term integration of unskilled refugees into the German construction industry is difficult, as a low demand for unskilled workers comes up against a sufficient supply of unemployed German-speaking helpers. But: long-term integration via German courses and training in construction trades."

2.3 Construction Market Skills Demands Germany

Resources: reports from the country or EU, academia, legislation, ESCO system (European Skills, Competences, Qualifications and Occupations), CEDEFOP (European Centre for the Development of Vocational Training)

The shortage of skilled workers in Germany is becoming increasingly apparent. Several strategic studies, including one by the Bertelsmann Stiftung, discuss the following options for addressing the shortage of skilled workers in Germany:



In order to exploit the projected demand as well as the potential for skilled workers, the legal framework for immigration and recognition of qualifications should be facilitated and support services for fair labor and training migration should be expanded.

Vocational training in the countries of origin should also be better promoted in advance - including in those countries and regions where there has been less experience of cooperation to date. Training partnerships are an important starting point here.

Further points for discussion are facilitations in the areas of spousal reunification and far-reaching opportunities for participation in society and in the labor market by strengthening social integration (including the provision of childcare, etc.).

Due to the war in Ukraine, Europe is experiencing the largest refugee movement since World War II. The activation of the EU Mass Entry Directive 2001/55/EC for the first time in history allows Ukrainian refugees to easily obtain a temporary residence permit and thus access to education and the labor market in the EU. How the situation will develop in the medium term is completely unclear, according to Susanne U. Schultz, migration expert at the Bertelsmann Stiftung ¹

Even if refugees are only likely to stay temporarily, their integration should be facilitated in the following areas:

- simplified integration into the school system
- Into the labor market
- fast and systematic support through language promotion,
- Recognition of professional qualifications,
- Care and (further) education offers
- as well as rapid job placement.

3. FIELD RESEARCH IN GERMANY

3.1 Results from the online questionnaire for professionals

A Summary (Target: 10 responses from professionals)

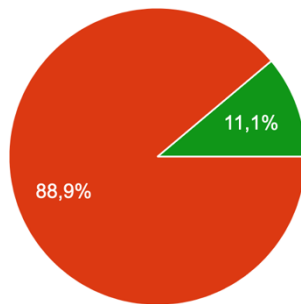
¹ Susanne & Schultz in: Source: <https://www.bertelsmann-stiftung.de/de/unsere-projekte/migration-fair-gestalten/projektnachrichten/innovation-durch-kooperation-transnationale-ausbildungspartnerschaften-im-bausektor>



Ten experts in the construction industry were interviewed, 60% of whom are male and 40% female, most of whom (89%) consider themselves to be professionals in the construction sector, and 80% of whom are between 18 and 24 years old and 20% between 25 and 39 years old.

1. Ich bin (bitte eines auswählen)

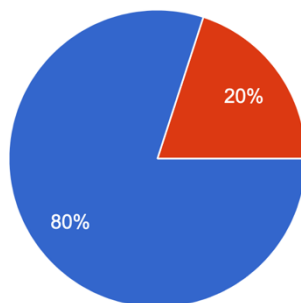
9 Antworten



- a. VET Tutor/Trainer
- b. Fachmann aus dem Bausektor
- c. Personalvermittler für den Bausektor
- d. Sonstiges (bitte angeben): _____

4. Welches ist Ihre Altersgruppe?

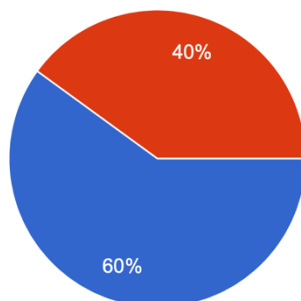
10 Antworten



- a. 18 bis 24
- b. 25 bis 39
- c. 40 bis 60
- d. 60 plus

5. Was ist Ihr Geschlecht?

10 Antworten



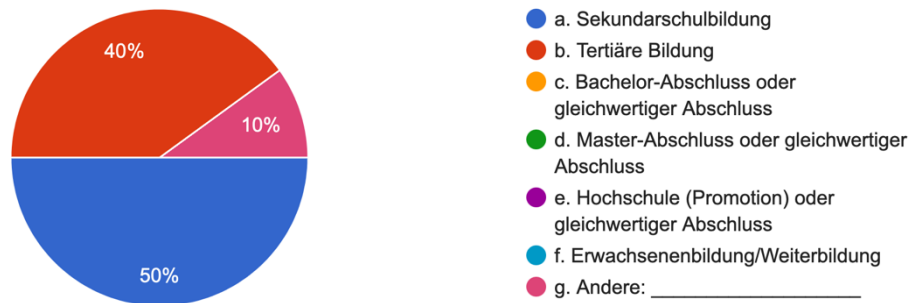
- männlich
- weiblich
- Ich möchte nicht antworten!



Half of the participants have already acquired a bachelor's degree as a draftsman in theory, but have not yet received the certificate in practice. Therefore, the question about the highest educational qualification has been answered 50% with secondary degree and 40% with tertiary degree; and one person has summarized this question under "Other" because of the transition phase.

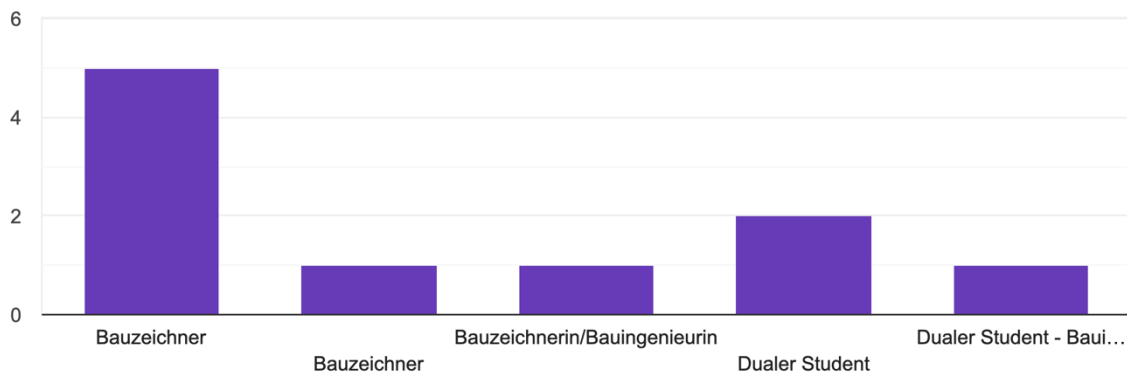
2. Was ist Ihr höchster Bildungsabschluss?

10 Antworten



3. Wie lautet Ihre Berufsbezeichnung?

10 Antworten

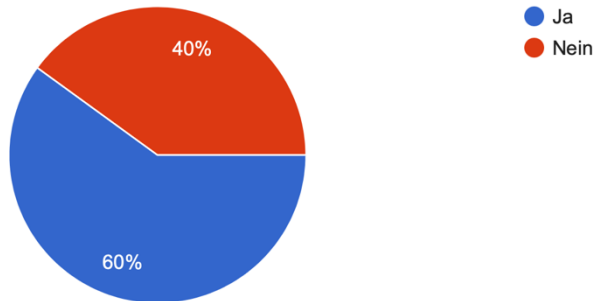


Sixty percent of respondents said they had "ever" worked with immigrants; forty percent had no experience working with immigrants.



6. Haben Sie jemals mit Migranten zusammen gearbeitet?

10 Antworten



Nine out of ten respondents said there was demand in the following specializations of the construction sector:

44,4% Electrician

22,2% Roofers

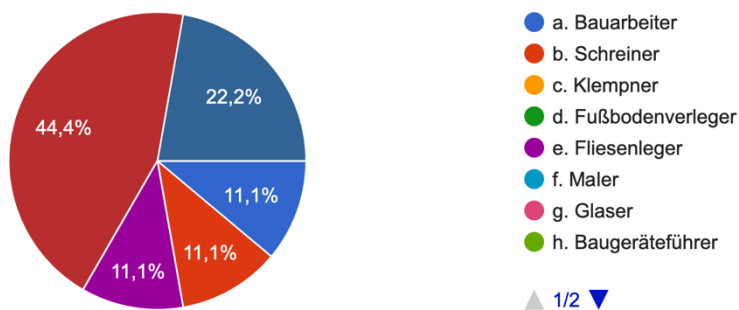
11,1% Tiler

11,1% Carpenter

11,1% Construction workers

7. Für welche der unten aufgeführten Spezialisierungen des Bausektors besteht derzeit eine Nachfrage?

9 Antworten

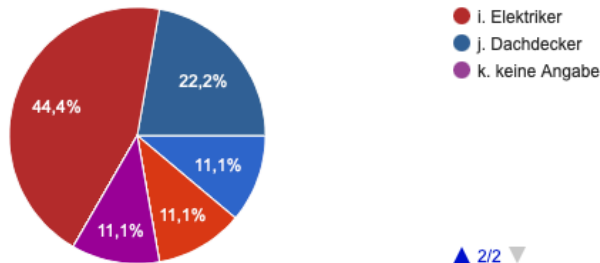




7. Für welche der unten aufgeführten Spezialisierungen des Bausektors besteht derzeit eine Nachfrage?

Kopieren

9 Antworten

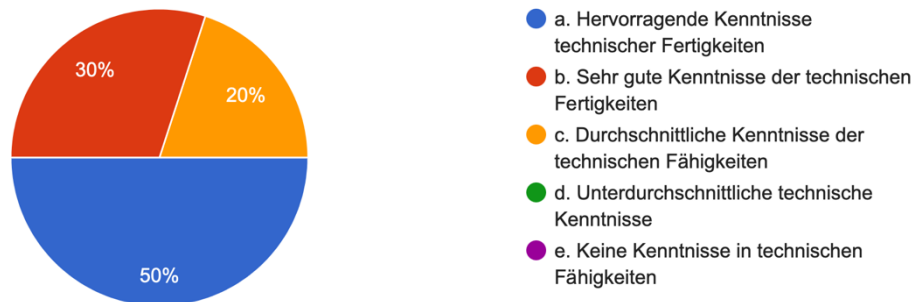


When asked about the technical skills required for specializations in the construction sector, all ten respondents gave the following answers:

50% of respondents indicated that excellent knowledge of technical skills was necessary;
30% of the respondents indicated that very good knowledge of technical skills was necessary, and
20% of respondents indicated that average knowledge of technical skills is necessary.

8. Welches Niveau an technischen Fähigkeiten erfordern diese Spezialitäten?

10 Antworten



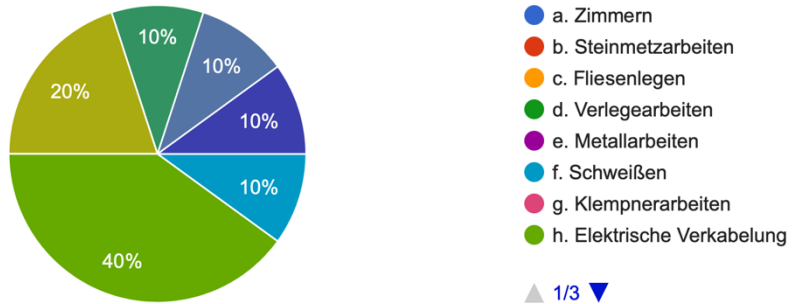
The following answers were given to the question about the technical skills for the mentioned fields before:

40% of respondents indicated that the technical capability of electrical wiring is most needed;
20% Knowledge of roofing
10% of carpentry
10% of the repair of smaller devices
10% of welding knowledge
10% Other



9. Welche der folgenden technischen Fähigkeit wird für die oben genannten Fachgebiete am meisten benötigt?

10 Antworten

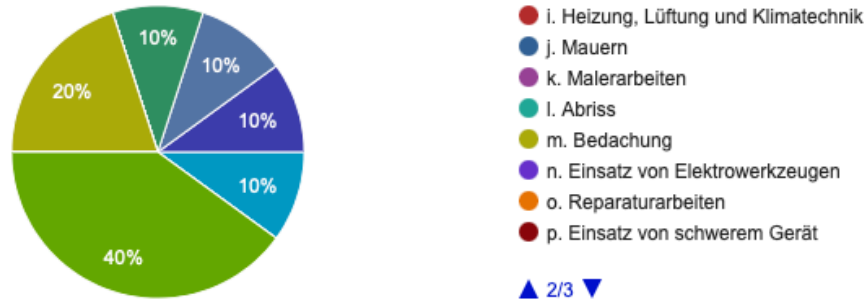




9. Welche der folgenden technischen Fähigkeit wird für die oben genannten Fachgebiete am meisten benötigt?

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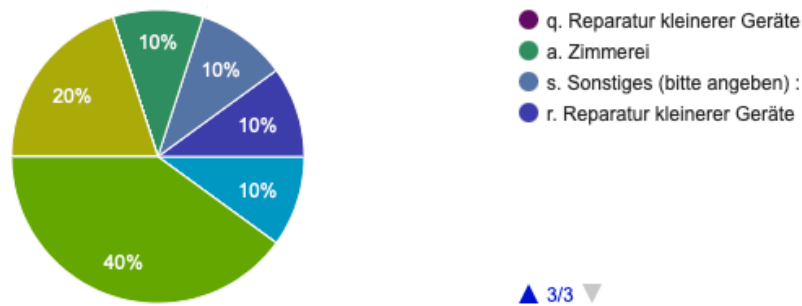
10 Antworten



9. Welche der folgenden technischen Fähigkeit wird für die oben genannten Fachgebiete am meisten benötigt?

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10 Antworten

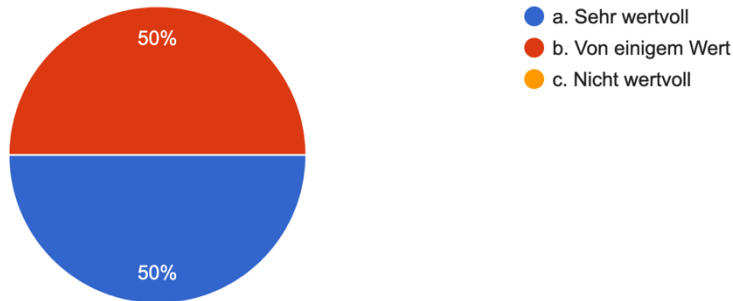


In question ten, half of all ten participants each answered the question about how valuable vocational training is to individuals working in the construction sector with very valuable and the other half ranked vocational training as "of some value."



10. Wie wertvoll ist die Berufsausbildung für Personen, die im Bausektor arbeiten möchten?

10 Antworten

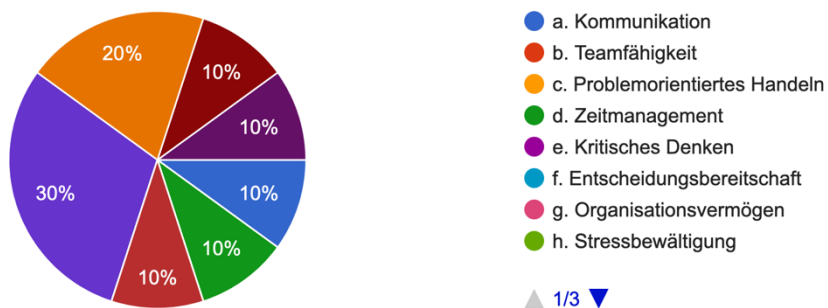


The question about the soft skills required for a person working or wishing to work in the construction sector was considered by the respondents as follows:

- 30% Teamwork
- 20% Problem solving
- 10% Decision making
- 10% Organizational
- 10% Communication
- 10% Time management
- 10% Adaptability

11. Welche der folgenden Soft Skills halten Sie für eine Person, die im Bausektor arbeitet oder arbeiten möchte, für sehr wichtig?

10 Antworten



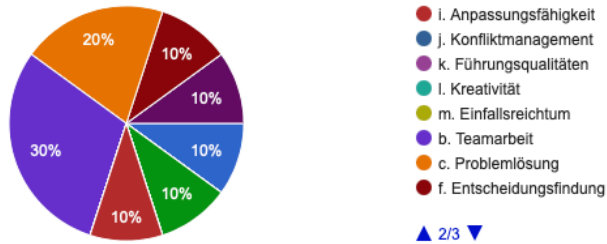
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11. Welche der folgenden Soft Skills halten Sie für eine Person, die im Bausektor arbeitet oder arbeiten möchte, für sehr wichtig?

[Kopieren](#)

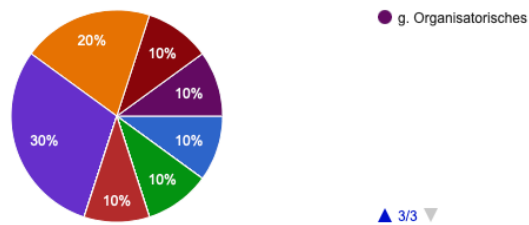
10 Antworten



11. Welche der folgenden Soft Skills halten Sie für eine Person, die im Bausektor arbeitet oder arbeiten möchte, für sehr wichtig?

[Kopieren](#)

10 Antworten



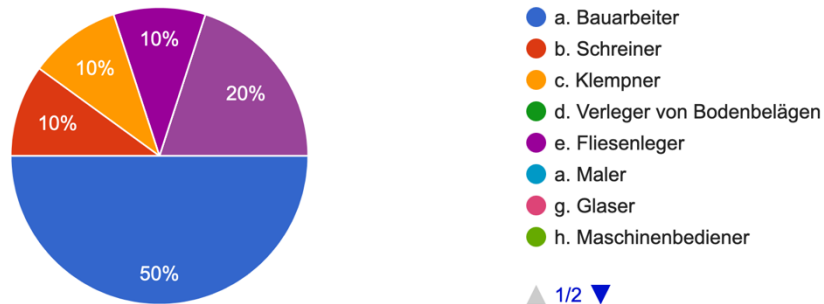
The experts answered the question about the skills shortage in the occupational profiles in the construction sector as follows:

- 50% construction worker
- 10% Carpenter
- 10% Plumber
- 10% Tiler
- 20% Other



12. Bei welchem Berufsbild im Bausektor bestehen, Ihrer Kenntnis nach, derzeit Qualifikationsdefizite?

10 Antworten



I.e. 50% are of the opinion that there are skill deficits in the occupational profile "construction worker" of the construction sector.

In response to the question (Question 13) about which specialist areas of the construction industry require the most employees with an immigrant background, eight out of ten respondents gave the following answers:

Bricklayer, painter, construction worker
Roofers, masons, tilers
Construction worker, painter, tiler
Civil engineering ; Road construction ; Reinforced concrete construction
1. electrician, 2. probation construction, 3. plumber
Construction worker, bricklayer, tiler
Bricklayer, builder, painter

Thus, the following specialties have been prioritized: Bricklayers, builders, painters, tilers

The items listed as the main barriers for migrants working in the construction sector were as follows:

- 50% Low level of proficiency in the native language.
- 30% Lack of recognized qualifications.
- 20% Low level of familiarity with the rules of the professional environment.



14. Welches sind Ihrer Meinung nach die Haupthindernisse für Migranten, die im Bausektor arbeiten?

10 Antworten



In response to the question (in question 15) about professional development opportunities for migrants who work or would like to work in the construction sector, the following qualifications were considered essential:

language, german standards,

Learning the language, openness, willingness to learn

Communication, teamwork, organizational skills

Communication, teamwork, decision-making skills

language, adapting knowledge to German standards, driver's license

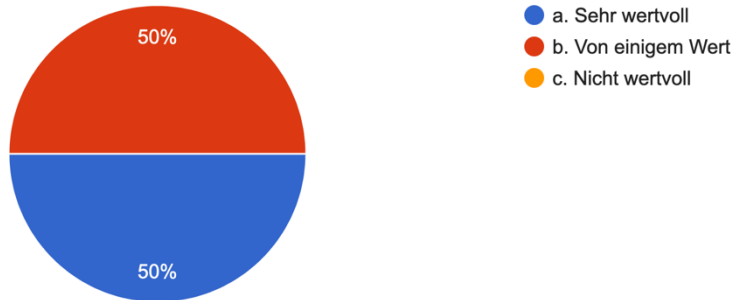
Thus, German language skills, communication rules in teamwork were considered a priority.

Learning German was seen by 50% of respondents as very valuable and the other 50% as "of some value."



16. Wie wertvoll sind Ihrer Meinung nach die Sprachkenntnisse von Migranten für die Arbeit im Bausektor?

10 Antworten



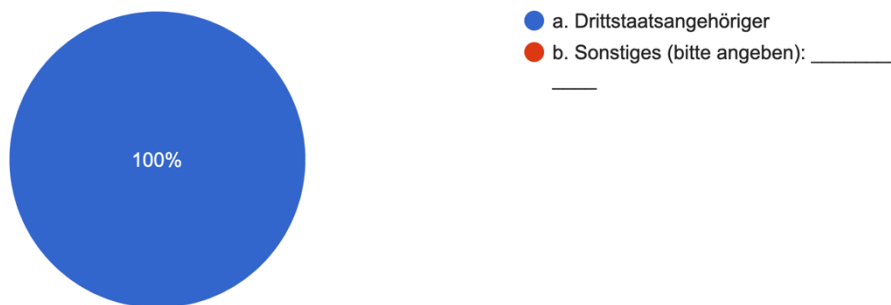
3.2 Results from the online questionnaire for TCNs

A Summary (Target: 10 responses from TCNs)

Ten people with a migration background from third countries (100%) with the highest level of education in secondary education (90%) were interviewed, of which only 20% were in training/work without this activity being specified. 90% of the respondents are in the age of 18 to 24 years and 10% in the age of 25 to 39 years. All respondents are male. 30% of the respondents are of Afghan, 10% of Greek, 40% of Syrian and 20% of Turkish nationality.

1. Ich bin (bitte eines auswählen)

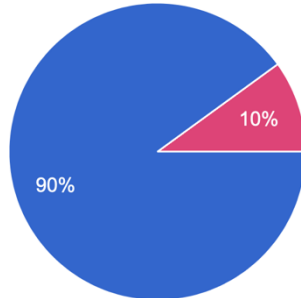
10 Antworten





2. Was ist Ihr höchster Bildungsabschluss?

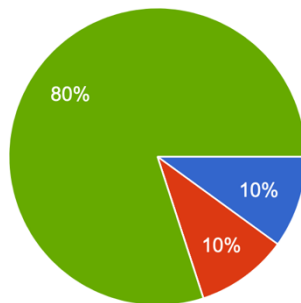
10 Antworten



- a. Sekundarschulbildung
- b. Tertiäre Bildung
- c. Bachelor-Abschluss oder gleichwertiger Abschluss
- d. Master-Abschluss oder gleichwertiger Abschluss
- e. Hochschule (Promotion) oder gleichwertiger Abschluss
- f. Erwachsenenbildung/Weiterbildung
- g. Andere: _____

3. Sind Sie derzeit beschäftigt?

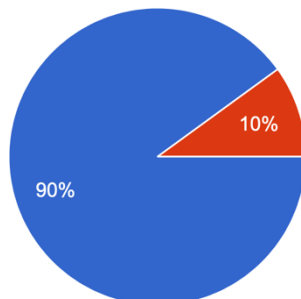
10 Antworten



- a) Ja
- a A) Wenn Ja: Wie lautet Ihre Berufsbezeichnung? _____
- a B) Wie lange arbeiten Sie schon
- a Ba) Weniger als 1 Jahr
- aBb) 1 Jahr bis 5 Jahre
- aBc) 5 Jahre bis 10 Jahre
- aBd) Über 10 Jahre
- b) Nein

5. Welches ist Ihre Altersgruppe?

10 Antworten

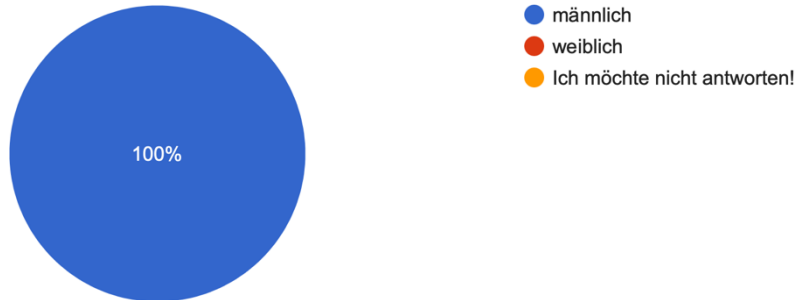


- a. 18 bis 24
- b. 25 bis 39
- c. 40 bis 60
- d. 60 plus



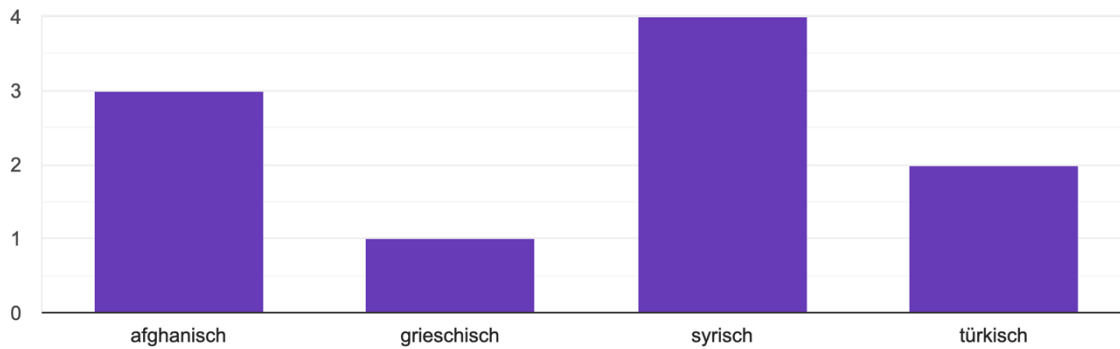
6. Was ist Ihr Geschlecht?

10 Antworten



7. Welche Nationalität haben Sie?

10 Antworten

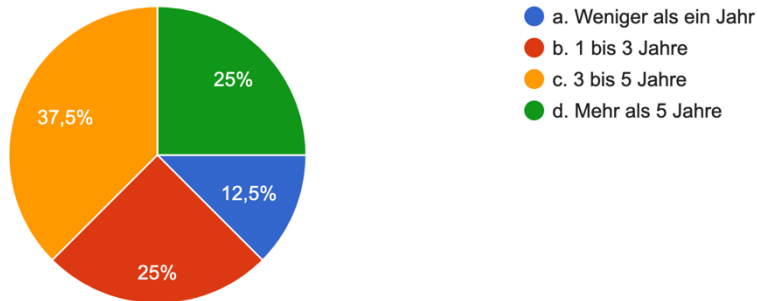


When asked how long the respondents had been living in Germany, only eight out of ten gave an answer. Of the eight participants, they have been in Germany for 1 to 3 years; 387.5% have been in Germany for 3 to 5 years; 25% for more than 5 years and 12.5% for less than one year.



4. ich habe in diesem Land gelebt

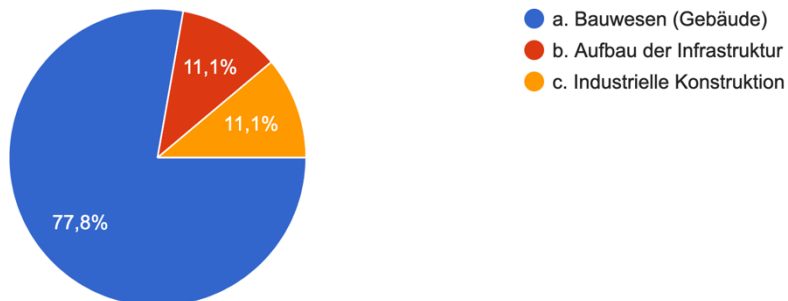
8 Antworten



When asked about the sector in which they would like to be or are employed, 77.8% of the nine respondents indicated that they would like to be or are employed in the construction sector; 11.2% in infrastructure construction and another 11.2% in industrial construction.

8. In welchem Sektor sind Sie beschäftigt bzw. möchten Sie beschäftigt werden?

9 Antworten

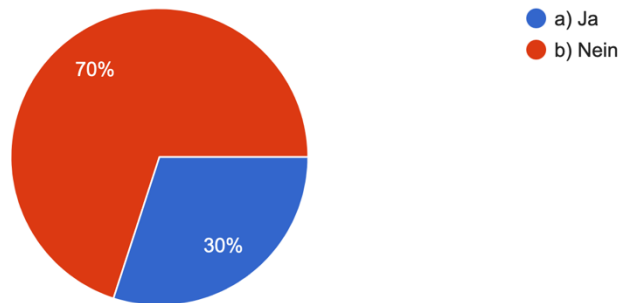


30% have and 70% of respondents have no professional background in the construction sector:



9. Haben Sie einen beruflichen Hintergrund im Bausektor?

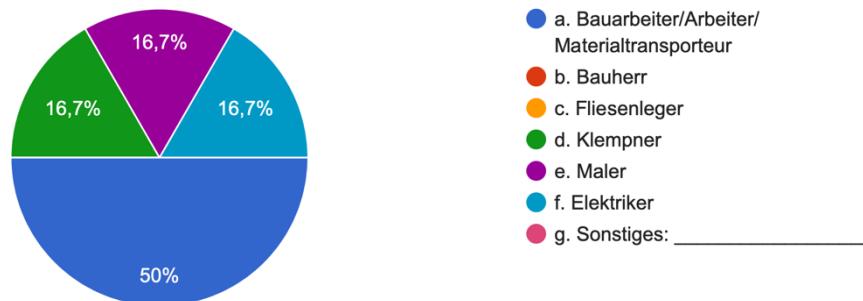
10 Antworten



Of the 30% of respondents with professional experience in the construction sector, 50% were employed as construction workers(laborers/material handlers; 16.7% as plumbers; 16.7% as painters; and 16.7% as electricians.

10. Wenn Sie JA gewählt haben, geben Sie bitte an, welche Art von Arbeit Sie ausgeführt haben:

6 Antworten



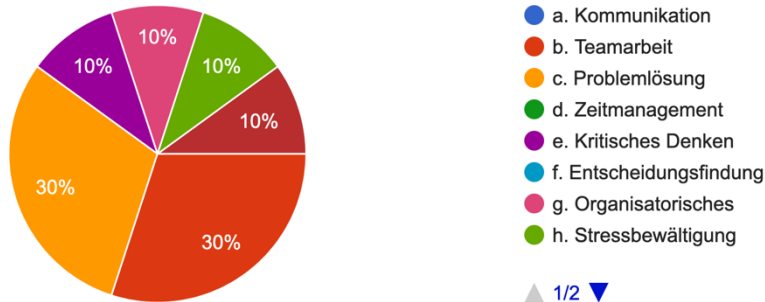
The ten respondents gave the following answers to the question about the skills they are confident in:

- 30% Teamwork
- 30% Problem solving
- 10% Critical thinking
- 10% Organizational
- 10% Stress management
- 10% Adaptability



11. Welche der folgenden Fähigkeiten trauen Sie sich zu? Wählen Sie alle zutreffenden Optionen aus.

10 Antworten

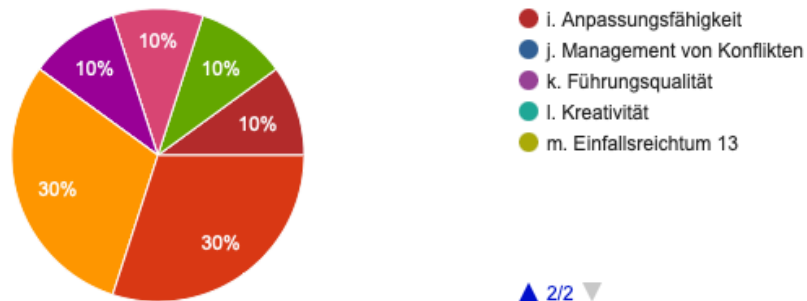


▲ 1/2 ▼

11. Welche der folgenden Fähigkeiten trauen Sie sich zu? Wählen Sie alle zutreffenden Optionen aus.

Kopieren

10 Antworten



▲ 2/2 ▼

When asked what they thought was the biggest barrier to hiring in the construction sector, the ten respondents answered as follows:

30% Lack of adequate expertise

30% Insufficient work experience

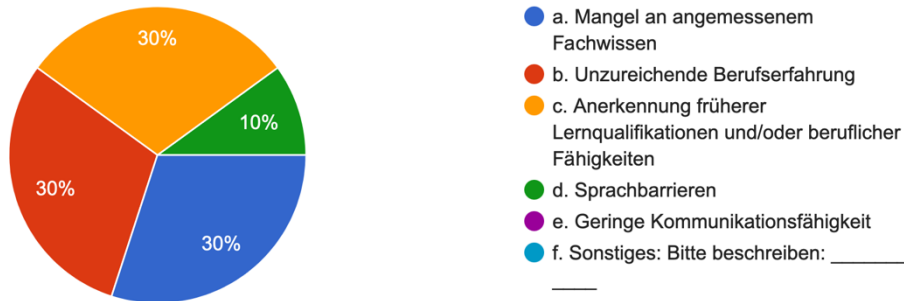
30% Recognition of prior learning qualifications and/or professional skills.

10% Language barriers



12. Welches ist Ihrer Meinung nach das größte Hindernis für eine Einstellung im Bausektor?

10 Antworten

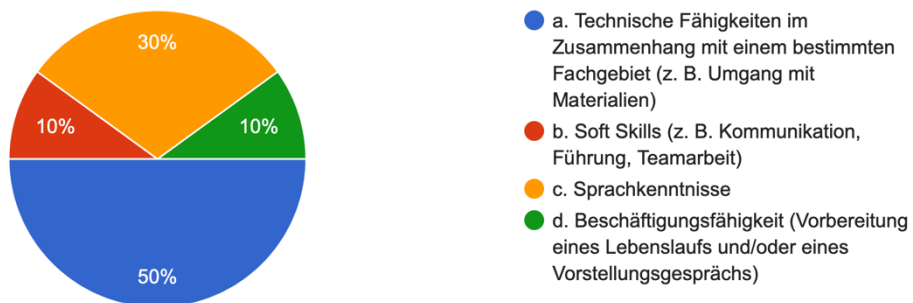


The ten respondents answered the question about the skills they would like to develop as follows:

- 50% a. Technical skills related to a specific discipline (e.g., handling materials).
- 10% b. Soft skills (e.g. communication, leadership, teamwork)
- 30% c. Language skills
- 10% d. Employability (resume and/or interview preparation).

13. Welche Fähigkeiten würden Sie gerne entwickeln/ausgebildet werden?

10 Antworten

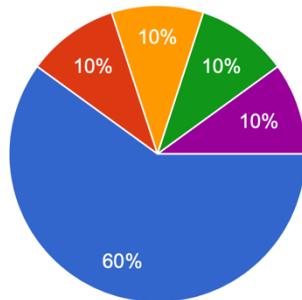


60% of respondents consider training in manual skills to be particularly important and 10% in computer training, learning the native language, learning an additional language (English) and learning technical terminology to be very important.



14. Welche Art von Ausbildung halten Sie für wichtiger? Bitte wählen Sie alle zutreffenden Optionen aus.

10 Antworten



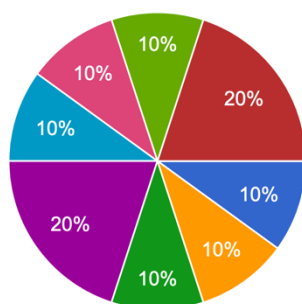
- a. Ausbildung in manuellen Fertigkeiten: Metall, Holz, Tapiserie, Malerei, Elektrizität
- b. Computerschulung
- c. Erlernen der Muttersprache
- d. Erlernen einer zusätzlichen Sprache (Englisch)
- e. Erlernen der Fachterminologie

When asked about the appropriate job for each respondent, the answers were as listed below:

- 20% Electrician
- 10% Floor covering installer
- 10% bricklayer
- 10% Carpenter
- 20% Civil engineer
- 10% Construction workers/subcontractors
- 10% Plumber
- 10% painter

15. Welche Stelle im Baugewerbe würde Ihrer Meinung nach am besten zu Ihnen passen?

10 Antworten



- a. Bauarbeiter/Hilfsarbeiter
- b. Fliesenleger
- c. Klempner
- d. Maler
- e. Elektriker
- f. Verleger von Bodenbelägen
- g. Maurer
- h. Schreiner

▲ 1/2 ▼



15. Welche Stelle im Baugewerbe würde Ihrer Meinung nach am besten zu Ihnen passen?

 Kopieren

10 Antworten



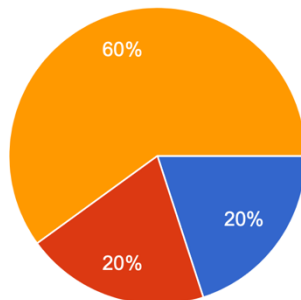
- i. Bauingenieur
- j. Sonstiges: Bitte beschreiben: _____

▲ 2/2 ▼

The ten respondents estimated their technical skills in operating tools and machines as 60% average, 20% excellent, and 20% very good.

16. Wie würden Sie Ihre technischen Fähigkeiten einschätzen? - Fähigkeit, Werkzeuge und Maschinen zu bedienen.

10 Antworten



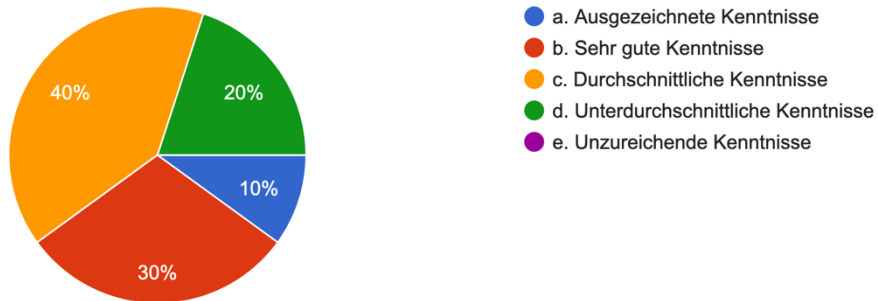
- a. Ausgezeichnete Kenntnisse
- b. Sehr gute Kenntnisse
- c. Durchschnittliche Kenntnisse
- d. Unterdurchschnittliche Kenntnisse
- e. Unzureichende Kenntnisse

The ten respondents rated their technical skills related to construction and engineering as 10% excellent, 30% very good, 40% average, and 20% below average.



16. Wie würden Sie Ihre technischen Fähigkeiten einschätzen? - Bau und Technik

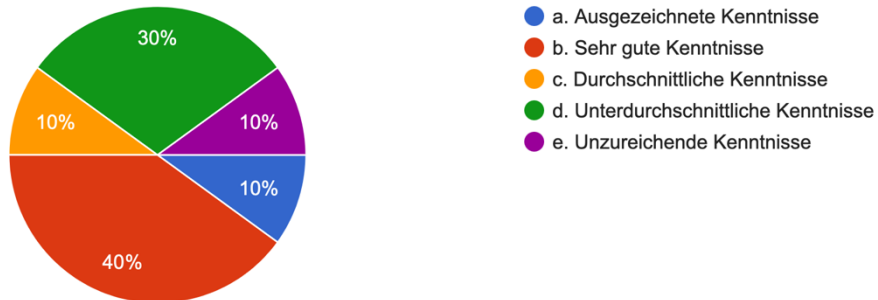
10 Antworten



The ten respondents estimated their technical skills related to their experience with technology and automated systems as 10% excellent, 40% very good, 10% average, 30% below average, and 10% inadequate.

16. Wie würden Sie Ihre technischen Fähigkeiten einschätzen? - Erfahrung mit Technologie und automatisierten Systemen

10 Antworten

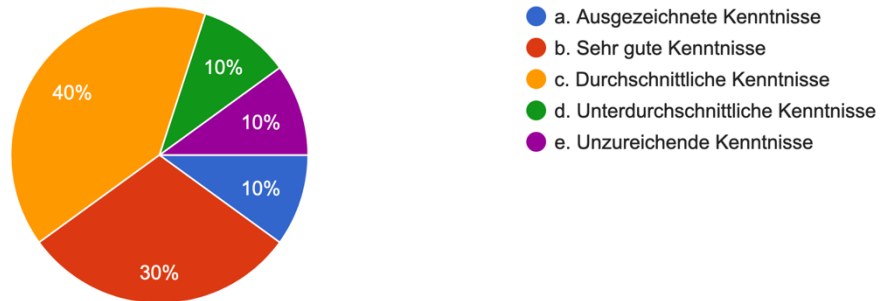


The ten respondents estimated their technical skills related to their mechanical knowledge as 10% excellent, 30% very good, 40% average, 10% below average, and 10% inadequate.



16. Wie würden Sie Ihre technischen Fähigkeiten einschätzen? -Mechanische Kenntnisse

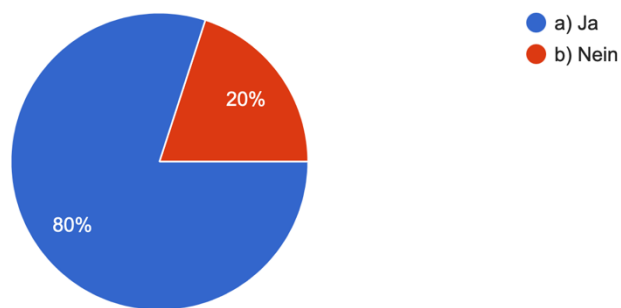
10 Antworten



Eight out of the ten respondents would like to continue their education in the position they hold in the construction industry. Only 20% refuse to do so.

17. Möchten Sie sich in dieser Position im Baugewerbe weiterbilden?

10 Antworten

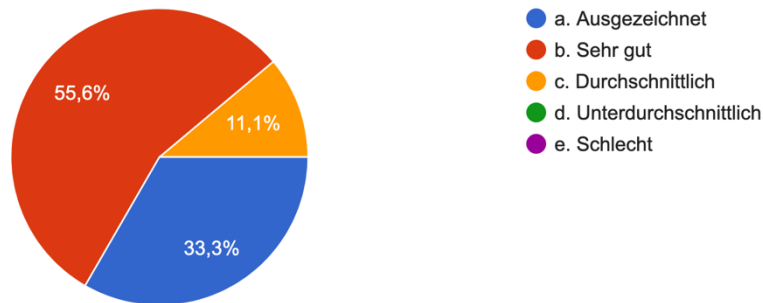


Their own native language is mastered by 55.6% of the nine respondents as very good, 33.3 as excellent and 11.1% as average.



18. Wie gut beherrschen Sie Ihre Muttersprache?

9 Antworten



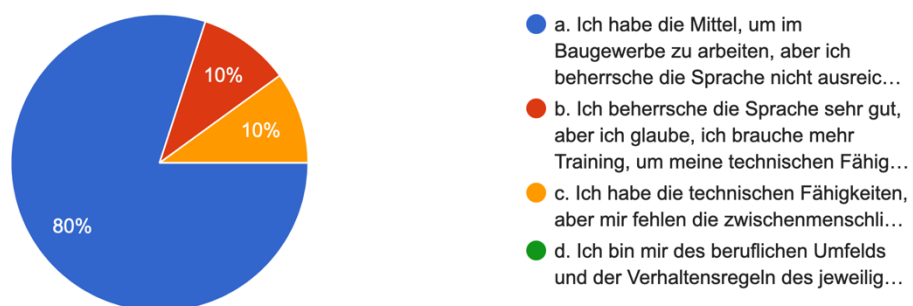
The English language is mastered by the ten respondents with 20% as very good, with 40% as average, 10% below average and 30% as very poor.

80% of the ten respondents attested in the online survey that they do not have the means to work in the construction industry and that they do not have a sufficient command of the language.

In each case, 10% of the ten participants surveyed agreed with the statement that they themselves believed they had a very good command of the language, but needed more training to develop the technical skills. And another 10% of the respondents agreed with the statement that they had the technical skills, but that you lacked the interpersonal skills to find a job.

20. Inwieweit stimmen Sie den folgenden Aussagen über den Bausektor (in Ihrer Region) zu oder nicht zu: (stimme überhaupt nicht zu, stimme nicht...och nicht zu, stimme zu, stimme voll und ganz zu)

10 Antworten

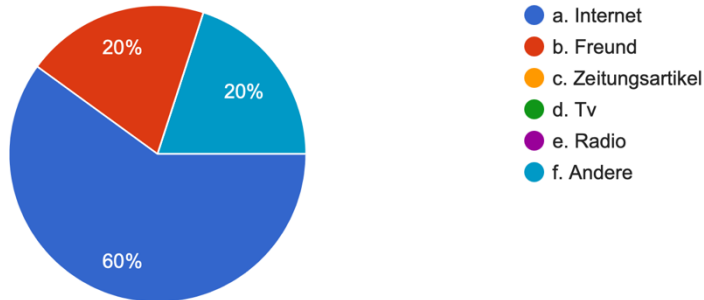


Information about possible job offers is obtained by 60% of the ten respondents from the Internet; 20% from friends and 20% from other channels.



21. Wie erhalten Sie Informationen über mögliche Stellenangebote? Bitte wählen Sie alle zutreffenden Optionen aus.

10 Antworten

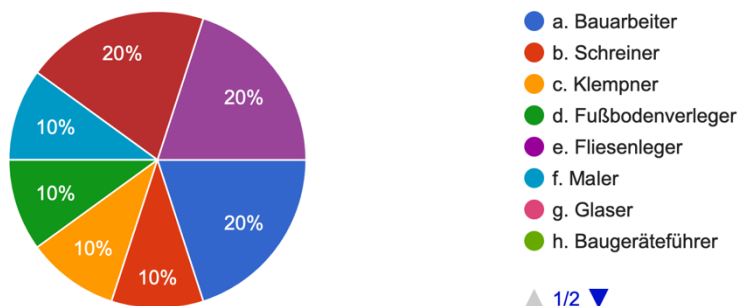


The following technical areas were of interest to the ten respondents:

- 20% Construction worker
- 20% Electrician
- 10% painter
- 10% Floor installer
- 10% Carpenter
- 10% Plumber
- 20% Other

22. Welche der folgenden technischen Bereiche würden Sie interessieren? Bitte wählen Sie alle zutreffenden Optionen aus oder fügen Sie Ihre eigenen hinzu.

10 Antworten

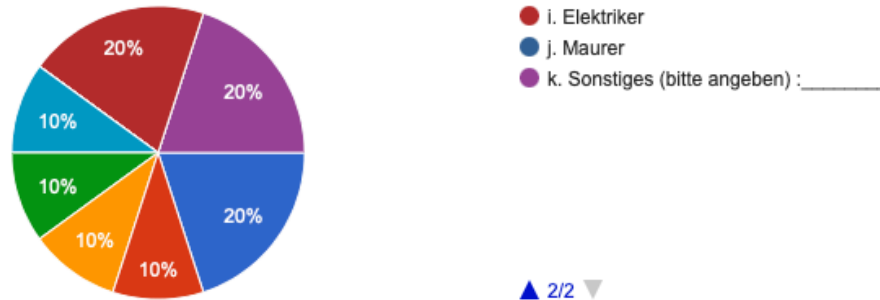




22. Welche der folgenden technischen Bereiche würden Sie interessieren? Bitte wählen Sie alle zutreffenden Optionen aus oder fügen Sie Ihre eigenen hinzu.

 Kopieren

10 Antworten



3.3 Results from the focus groups/interviews with professionals

A Summary (Target: 3 - 5 professionals)

Four experts from the construction industry sector were selected, who are active in the fields of management consulting, consulting/guidance and recruitment of foreign specialists for the construction industry, instruction and qualification of specialists in the construction industry.

The following topics, which were discussed among the participants, are summarized below:

1. Share your thoughts on the importance of continuing education and specific training opportunities for construction workers

Specific training and continuing education measures are immensely important for construction workers in order to maintain or even increase the quality standard in the construction industry. Furthermore, they open up many additional qualification opportunities for construction workers and, associated with this, career advancement opportunities.

Further training measures are necessary in order to

- counteract the shortage of skilled workers,
- to make the companies more fit for the future,
- Provide knowledge, qualifications and skills,
- acquire digital skills,
- to reign in change,
- Achieve diversity in the workplace,
- to promote motivation and integration,



- to promote teamwork and communication.

2. Briefly describe your experience with migrant workers in the construction sector and share success stories (if any)

As a rule, there are fewer problems in direct practical work, apart from language deficits and culturally determined differences. In the construction sector, there has always been cultural diversity in the various assemblies. Since, as a rule, the craft is learned exclusively on the construction site in the countries of origin, there are greater deficits in theoretical knowledge, in digital knowledge, likewise in the area of building law, building safety, building materials, etc.

Through constant support, encouragement and training, specialist knowledge can be acquired and deficits flexibly addressed.

Migrant workers often come from countries where practical work, such as that found in the construction sector, is taught in a purely practical way. There is usually no apprenticeship or training, as is common in the German training system. Therefore, there are often elementary gaps in theoretical knowledge. In addition, there are massive problems with purely linguistic communication, which causes difficulties with more complex courses of action during the implementation of construction projects. It is therefore a good idea if at least an elementary language course is first attended on a compulsory basis and completed with a certificate. After that, the technical knowledge of the construction industry should be imparted in the form of theoretical modules in line with the trade - similar to an apprenticeship, but adapted to the clientele. In other words, a modification of the classic training in favor of foreign "migrant workers", or better: semi-skilled construction workers, in order to turn them into the skilled workers of tomorrow. After all, that's what they generally want: to find a place in the working world and in society.

3. Briefly describe the main challenges migrants face in their work and professional environment (at all levels)

Since the construction industry has always worked with large numbers of workers from EU and non-EU countries, language ' barriers are the biggest problem in integrating skilled workers from abroad. Once this problem is solved, there are usually no more problems.

Social, intercultural and language barriers are the main challenges that migrants often face. If necessary, depending on the existing level of education, there may also be learning overload.

Challenges:

- language
- cultural differences
- bureaucracy, organization of everyday life,
- lack of theoretical knowledge, e.g. building law, building safety, building practice
- too little technical knowledge especially in the theoretical area,
- Processes of the working world,



- unspoken "usual" expectations (absolute punctuality and reliability, consideration of occupational safety and environmental protection),
 - certain social behaviors (towards women, customers, colleagues, superiors).
4. Briefly describe the main challenges and barriers faced by migrants entering and integrating into the construction sector labor market

You have to be able to adapt to a different culture. Furthermore, in my opinion, the biggest obstacle is the language barrier. If possible, this should be worked on in the home country.

The greatest challenge/obstacle is the lack of or inadequate linguistic communication, because tasks and work processes in everyday professional life must be communicated with each other and comprehensively understood in order to avoid problems in the execution of professional activities. In addition, linguistic competence is the basis for learning processes within the executed occupational profile and it also enables further qualifications. A good social competence of the construction worker is also very important, since the employee base in the construction sector includes very different characters of various educational levels and in this industrial sector, by its very nature, an enormous amount of emphasis is placed on teamwork.

Challenges:

- language
- cultural differences
- bureaucracy, organization of everyday life,
- lack of theoretical knowledge, e.g. building law, building safety, building practice.

5. Share your experience of successful inclusion and professional development of migrants in the professional environment

Since the construction sector has always had a very high proportion of employees with an immigrant background (up to 50% in some companies), there are countless good examples of successful integration. Almost 50% of our trainees now have a migration background. If we assume a dropout rate of about 10% of all trainees within the first 3 years, about 95% of all young people with a migration background pass their training.

In the area of training as a draftsman and dual studies, there are rather smaller numbers of migrants, but they generally have a higher standard of education and consistently good social skills. Their vocational integration is always successful.

The following factors were helpful for a successful inclusion:

- close supervision/support in the initial period,
- support also in everyday life, e.g. when looking for an apartment, going to the authorities
- "Godfather model" in the world of work
- Vocational Language Courses



- regular exchange about the work situation/life situation
- Support with individual problems/referral counseling.
- Training

The following proved to be helpful in most cases: Clarification of the personal situation with accompanying offers of help, determination of the personal capability and the will to perform with regard to work in the construction sector, acquisition of a viable oral and written language level (comparable to B1), gradual familiarization with practice with a view to training, albeit simplified, as is customary in Germany.

6. Share your thoughts on how migrants could be more competitive in the construction labor market

In the skilled worker sector, migrants do not have a problem due to the major shortage of skilled workers. Among managers, people with an immigrant background continue to be underrepresented. This is where vocational training helps.

Linguistic competence increase via language courses with qualification degrees and qualified vocational education and training.

This depends to a decisive extent on the (educational) situation in the home country and what knowledge is already brought along. A parallel offer of courses and educational measures, in which certificates can also be acquired, promotes the technical qualification and the acquisition of competencies for the construction areas. Adhere to the procedure described in point 5 and, in particular, provide close personal support. If this is invested in, the "experts of tomorrow" can apply the knowledge they have learned for themselves and also pass it on themselves.

7. Briefly describe the training gaps and opportunities for improvement for workers in the construction industry that you think are most important.

In addition to academic support for trainees, trainees also need social integration. Employees would have to devote more time to both.

Vocational training in Germany itself is, in my opinion, basically very efficient, but the prerequisite is that the participants understand it linguistically and accept it with intrinsic motivation, or can accept it depending on their level of intellectual preparation. This means that the main problems are usually a lack of previous schooling and/or linguistic incompetence.

For an unskilled construction worker, it would be good to have qualifications in individual areas of construction and certificates could acquire. For this purpose, it would be necessary to identify the training gaps and requirements.

and then use them to create a course plan.

Unfortunately, I cannot make any well-founded statements about the gaps in training and further improvements.

This question is either too short or too broad. Roughly speaking, it can be said that there should be a module system for the acquisition of initial basic technical knowledge for unskilled entry-level employees that is based



on the corresponding training framework plans. These can be built on one another in a similar way to the courses offered by inter-company training centers. A step-by-step qualification "doing on the job" then leads to a qualified skilled worker who is already working in the company and can thus also be integrated there accordingly. This is a sustainable perspective for both the company and the employee.

Interesting further and advanced training measures are already available for already qualified specialists.

8. Which areas do you think offer more job opportunities for potential construction workers and specifically migrant workers?

For us in the construction industry, the biggest opportunities arise in civil engineering e.g. road construction, sewer construction, etc.

There is a high demand for construction workers and specifically migrant workers on construction sites in almost all trades, including unskilled workers. However, in recent years, due to the aging of society and the retirement of competent employees, there is a growing shortage of skilled workers, which must be compensated for with qualification and training measures for the current workforce, so that companies can remain competitive in the future.

The following areas offer increased job opportunities:

- trades in structural and civil engineering such as road construction, pipeline construction, sewer construction, reinforced concrete construction, etc.
- Agricultural and construction machinery mechatronics
- gardening and landscaping
- trades such as painters, carpenters, joiners, electricians etc.
- bearing

All areas of work that involve a high proportion of physical labor and where semi-skilled work can be easily integrated and all carcass trades, gardening and landscaping, road construction in general, hydraulic engineering.

9. What elements could promote the inclusion of migrant workers in the construction sector?

I am not aware that there is a significant amount of migrant workers on construction sites of our construction companies. This is due on the one hand to the fact that a certain qualification is necessary for work on construction sites, and on the other hand, construction takes place in Germany 365 days a year. It is not necessary to "migrate".

Pre-qualification in the language by means of appropriate courses, if possible before entering professional activity or training, if necessary by means of state funding as an aid to the integration of persons with a migration background. Opening up opportunities for advancement to promote motivation.



10. Depending on market needs, which construction sectors do you think offer more employment opportunities and what skills are required?

Every construction sector offers good opportunities. However, the demand in the civil engineering sector is even higher than that for building construction. Here, for example, the following professions are worth mentioning:

Sewer construction, road construction, pipeline construction, asphalt construction, etc.

The best opportunities arise after a skilled worker training of at least 2-years in the best case of a 3-year training.

In almost all construction sectors (shell construction, finishing, sewer, pipeline and road construction as well as gardening/landscaping), unskilled and qualified employees with or without a migration background are currently being sought and will continue to be sought in the future. The basic qualification, especially for unskilled workers, should first and foremost be linguistic competence. If this linguistic competence is available to a sufficient extent, all other important competences can then be built up via the existing qualification opportunities offered by the public and private sectors.

Qualifications:

Language level min. B1

Machine operator licenses

Materials science

Construction safety courses

Certificates/ educational credentials

Qualifications: at least language level A2, handling of hand tools and hand machines as well as instruction in the usual used other machines and materials with usual safety instruction. Qualification according to module system or in-service graduated "learning modules".

Conclusion:

In order to reduce the proportion of unskilled migrant workers in the long term and to counteract the shortage of skilled workers, an additional training track with an extended theoretical component, especially for migrants, should be developed instead of the usual full training courses or the training courses for assistants. In this case, the practical parts would remain the same, but the theoretical parts of the dual training would be adapted more closely to the requirements of migrant workers with a migration background in the way they are taught. This means that the training phase would be extended because language modules and the teaching of theoretical knowledge would be "stretched out". At the same time, those taking part in (previously only semi-skilled migrant workers) experience the advantage of being able to complete their training while working, albeit for a longer period. The companies in the construction industry, on the other hand, have the advantage that these trainees work in the same practical way as normal trainees, but for an even longer period of time, since their training runs longer due to the extended theoretical part. A further advantage for both sides is that the former migrant workers are given a viable career perspective and for the companies to recruit their employees for tomorrow from the "extended" trainees and to bind them to their company.



3.4 Results from the focus groups/interviews with TCNs

A Summary (Target: 3- 5 TCNs)

A total of three participants with an immigrant background were recruited for the focus group discussions. All three answered the 11 questions listed below as follows:

1. Can you tell us how long you have been in (name of country)?

The participants surveyed had been in Germany between 2.5 and 3.5 years.

2. Are you employed? What is your professional position?

One of the interviewed participants is an apprentice as a sewer builder, the second at the company Jacobs; the second apprentice at the company Betonia and the third is a student in the vocational college of the construction industry (AV class).

3. What is your life like in this country? Are there any obstacles in your daily life or in finding a job? Could you share some of them with us?

The participants counted as obstacles in everyday life:

- Need for tutoring is higher than supply
- skin color, for which one participant had even been publicly insulted outside the training center;

Otherwise, all agree that, supported by the ABZ and the company, they have no problems.

"At the beginning it was not so easy because of my skin color! In the vocational school or ABZ and also at our company there were problems with my skin color, it was scolded most with me compared to others. So it was in the beginning - now, everything is okay!

There were no obstacles in finding a training position, it was very easy, I had all the documents I could present. I studied, I graduated from high school, I didn't have to do an internship, I could sign the contract 2 days later after my interview. So for me it was easy to find an apprenticeship. I also did a mini-job at Aldi and also at Hotel Overnight. There were no problems here at all. "



"When looking for a job and living is good here! I was once walking by the Cologne Cathedral when a man attacked me and hit me. He told me "Piss off!" It was on the street and shook me so much that I had to cry. That was a difficult experience but everything else is good. "

4. Have you ever worked or looked for a job in the construction sector? Could you share more information about this experience? Was it positive or negative?

Two out of three participants interviewed had previous construction experience, such as assisting in the construction of a house (laying bricks, pouring concrete, etc.) and the third had no previous experience. They described the experience - whether with or without construction expertise - as fundamentally positive - in the ABZ and in the company.

5. In your opinion, what are the sectors/specialties in construction in which you find it easier to find a job? Do they match your skills?

While one participant as a road builder is convinced that he will find a job more easily because more roads are built than canals, although he is not convinced that the job corresponds to his skills, the second participant as a canal builder is convinced that his training profession corresponds to his skills, but he has problems in the technical terms. The third participant considers that as a student he is more likely to find a job as a road builder, which also corresponds to his skills.

As a road builder I think it will be easiest to find a job with us (Jacobs). Because we make more roads than canals.

No

"Concrete builder, yes it fits my skills, the technical language in concrete construction is unfortunately difficult as they use difficult words there (e.g. when there is a longer word)"

"As a road builder, I think I can find a job quite well and I think the profession already fits my skills."

6. In your experience, what are the key elements (skills, qualifications, etc.) required to find a job in the construction sector?

All three participants emphasize that language support and encouragement is one of the most important key elements to be successful, as well as following the steps and "working neatly."



"Here in Germany, before you find a place, you have to know the language and do a little bit of craftsmanship, you also have to be very very disciplined because that's how Germans are. So I think if you can do the three things, then you are on the right track - language - discipline - craftsmanship."

"Speaking German is very important, because in the beginning for me it was very very difficult. I worked with many colleagues and it was very very difficult, sometimes I cried at home because I had problems to understand. For example, they asked me if I can give pliers or something, and I didn't understand directly. Then I was also sometimes yelled at at the construction site that was not so nice. First of all, it's best to learn German and then start on the construction site. When a refugee comes here, he must know the tools before he starts, no matter what year of apprenticeship he must bring that. For example, if a colleague is standing in the formwork and can't move because he's holding a component, then you have to understand that and be able to bring him the tool as an apprentice. You have to understand that is very important. "

"You always have to try to understand how something works, for example, when someone does something, you have to try to record how they do it so that you can do it yourself. Working properly is also important, for example."

7. What technical skills do you think a person should have to find a job in this industry? What other skills should an employee have?

The following skills are described in summary as very essential for working in the industry: manual dexterity (correct use of tools such as with spirit level, folding rule, etc.), accuracy, discipline, etc.

"Just as with the previous question, it is manual dexterity and accuracy. Furthermore, discipline is likewise. "

"For example, using an angle, the measurement must always be accurate, on the folding rule, whether 1 cm or 10cm.... On the construction site it can be sometimes that it is more, but it must not be more when the concrete comes to the construction site, because the concrete must go in there. Furthermore, for example, a crane certificate is good..."

8. Are you familiar with the work environment in (name of country) and the regulations that apply there? Two of the three participants are familiar with the working environment, describing this working environment as very different from the regulations as well as the quality compared to Germany in the field:

"So what I've seen, the Germans work really hard and are very concerned about accuracy. It's a little different from what we have here in German quality is always good. They work properly and a lot with accuracy, that's why Germany is the most developed country in Europe. They think first about the good work before they think about money. In our country, we think about money first before we think about the quality. "



"I know many of the regulations but can't explain so much, in the construction site I can read the plan and then work and concrete. I have been able to get to know the German culture. I learned a lot, I came here with a different culture. You always have to do everything properly, otherwise at some point you will have a problem with the police and they will say you have to go back to your country. "

"As an intern, I had no exposure to it".

9. In what areas/specialties of the construction industry would you invest time to further your education and why?

Two of the three participants interviewed are aiming for further qualification as foremen in road construction and reinforced concrete construction and one as a technician in road construction.

"I want to invest my time in the construction industry in the field of road construction, because my goal is to build in Africa more specifically ... roads. That is my first goal. Second, because I feel good when I work in construction. I want to continue my education to become a construction technician or study engineering. "

"I would like to get a master's degree in reinforced concrete construction. "

"I'd like to train as a road builder and get a master's degree after that."

10. Do you think that your language skills are an obstacle to finding a job in the construction sector? In what way?

All three interviewees consider language skills so essential that they exemplify that without them, not even an interview is possible.

"Yes, especially if you don't understand at an interview, you already have minus points, also on the construction site you have to understand what you are supposed to do otherwise it's not good. Because without understanding something, you won't make it through the probationary period. "

"Without knowing German it is very difficult, you have to know a little German then you can find work, but you already have to understand the boss. It is very important. First integration a little bit and then you can start work. Directly training beginning and directly work can be that he has problems later. "

"The language is important, if you know it well it's an advantage."

11. Concluding remarks



In the view of the three interviewees, a minimum language level of B2, flexibility, knowledge of the country, knowledge of the culture and the will to adapt are necessary to be successful.

"All employers need to know the language level of their employees, because below the level of B2 it will be very difficult for the trainees to succeed in training and exam. For me, everything depends on the language the most. "

"You always have to be flexible and mobile, that's important. First you have to get along in your head then everything works. "

"When you come from abroad, you need information in advance about the rules in the country. So that you can live well there and also manage everything there. You need to know the rules of that country and how that works and how does that work.... "

4. Final Recommendations: Needs analysis

4.1 Skills and gaps identified by professionals

(Identify gaps and skills mismatches and propose skills to be addressed during the capacity building programme)

The experts answered the question about the qualification deficits in the occupational profiles in the construction sector with the fact that 50% are of the opinion that there are qualification deficits in the occupational profile "construction worker" of the construction sector:

50% construction worker
10% Carpenter
10% Plumber
10% Tiler
20% Other

When asked which construction trades needed the most immigrant workers, eight out of ten respondents listed bricklayers, construction workers, painters and tilers as the most important.

The items listed as the main barriers for migrants working in the construction sector were as follows:



- 50% Low level of proficiency in the native language.
- 30% Lack of recognized qualifications.
- 20% Low level of familiarity with the rules of the professional environment.

When asked about professional development opportunities for migrants working or wishing to work in the construction sector, German language skills, communication rules in teamwork were prioritized.

The following points were highlighted in the focus groups:

It was also determined in the focus groups that a language level of at least A2, the handling of hand tools and hand machines as well as instruction in the other machines and materials normally used with the usual safety instruction is necessary in the first step, then a qualification should take place according to the module system or in-service graduated "learning modules" in the respective trades.

The learning modules should also include, among other things

- extended construction language teaching: professional language courses
- -cultural differences and similarities
- -bureaucracy, organization of everyday life,
- theoretical knowledge, e.g. building law, building safety, building practice
 - Materials science
 - Construction safety courses
- unspoken "usual" expectations (absolute punctuality and reliability, consideration of occupational safety and environmental protection),
- certain social behaviors (towards women, customers, colleagues, superiors)
- **Tasks and workflows in everyday professional life**
 - -support also in everyday life, e.g. when looking for an apartment, going to the authorities
 - "Godfather model" in the world of work
 - -regular exchange about the work situation/life situation
 - -Support with individual problems/referral counseling.
 - -Training

The experts in the focus group advocate that there should be a module system for unskilled entry-level workers to acquire initial basic technical knowledge that is based on the corresponding training framework plans. These can be built on one another in a similar way to the courses offered by inter-company training centers. A step-by-step qualification "doing on the job" then leads to a qualified skilled worker,

The following areas offer increased job opportunities:



All structural trades, gardening and landscaping, road construction in general, hydraulic engineering. All areas of work that involve a high proportion of physical labor and where semi-skilled work can be easily integrated.

4.2 Occupational profile and gaps identified by TCNs

(Identify and propose needs, fields of interest, skills and competences assessment, topics to be addressed during the capacity building programme)

In the online survey of ten migrants, lack of adequate expertise, insufficient work experience, and language barriers were seen as the biggest barriers to employment in the construction sector:

- 30% Lack of adequate expertise
- 30% Insufficient work experience
- 30% Recognition of prior learning qualifications and/or professional skills.
- 10% Language barriers

The surveyed participants with a migration background consider the development of technical skills and the learning of job-specific language skills to be very important for their own development:

- 50% a. Technical skills related to a specific subject area (e.g., handling materials).
- 10% b. Soft skills (e.g. communication, leadership, teamwork)
- 30% c. Language skills
- 10% d. Employability (resume and/or interview preparation).

Electrician, civil engineer, bricklayer, construction laborer/semi-skilled laborer were named as the most appropriate job for each respondent

- 20% Electrician
- 20% Civil engineer
- 10% Construction workers/subcontractors
- 10% bricklayer
- 10% Carpenter
- 10% Floor covering installer
- 10% Plumber
- 10% painter



80% of the ten respondents attested in the online survey that they do not have the means to work in the construction industry and that they do not have a sufficient command of the language.

In each case, 10% of the ten participants surveyed agreed with the statement that they themselves believed they had a very good command of the language, but needed more training to develop the technical skills. And another 10% of the respondents agreed with the statement that they had the technical skills, but that you lacked the interpersonal skills to find a job.

Focus Groups:

Participants in the focus group emphasize that their need for tutoring is greater than what is available; and that their intercultural experiences in Germany need to be processed so that they do not present obstacles in everyday life.

All three participants emphasize that language support and encouragement is one of the most important key elements to be successful, as well as following the steps and "working neatly."

The following skills are summarized as very essential for working in the industry: manual dexterity (correct use of tools such as with spirit level, folding rule, etc.), accuracy, discipline, etc.

Participants interviewed a minimum language level of B2, flexibility, knowledge of the country, cultural knowledge, and the willingness to adapt in order to be successful.

4.3 Concluding Remarks

The online surveys, as well as the focus group interviews, reveal the need for the following support modules for migrants working or wanting to work in the construction sector:

Construction language support from A2 level to B2 level

- In the trades mason, construction worker
- Intercultural topics: Softs kills (e.g. communication, leadership, teamwork)
- theoretical knowledge, e.g. building law, building safety, building practice
 - Materials science - handling materials
 - Construction safety courses
- Employability (resume and/or interview preparation).



Annexes

Annex 1: Questionnaire for TCNs data

Annex 2: Questionnaire for Professionals data

Annex 3: Data from focus groups/interviews with TCNs

**Annex 4: Data from focus groups/interviews with
professionals**