

# Terminal Check



# molam

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Education and Culture DG  
Lifelong Learning Programme

EACEA  
Education, Audiovisual & Culture  
Executive Agency



## Moving at labour market

### Research Methodology

This project has been funded with support from the European Commission. This document reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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# Document history

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## 1. Introductory Remarks

### 1.1. Purpose of the Research

Mol@m aims at fostering mobility for learning and employment in the European Union by providing career guidance professionals with expanded knowledge on EU labour markets.

The purpose of the Work package is to identify the needs of potential emigrants and career guidance professionals regarding cultural, social and economic characteristics of the host countries. Representatives of the target group will be directly involved in the research. The information gained will build the foundation of an interactive tool for career guidance professionals.

### 1.2. Purpose of this document

This document (Methodological Approach – Research; DN 9) provides a comprehensive, structured methodology for data collection and analysis, intending to secure the consistent quality of the research undertaken in the partner’s countries by a detailed description of the relevant data collection and analysis processes.

The Research Methodology can be understood as an obligatory, comprehensive guideline that leads the partners through the different steps and that secures a consistently high standard of the outcomes.

### 1.3. Definition of the target groups

In all data collection and analysis steps, it is crucial to have a common understanding on the target groups of the Mol@m project. The project consortium has agreed on the following definitions:

- The primary target group comprises career guidance professionals that we address with the interactive Mol@m tool. This group is involved in the research as survey group.
- The secondary target groups are those supported by the primary target group: labour migrants and those who are potential emigrants for work (which will be named as “labour

emigration aspirants” in the document and in the further course of the project). Other migrations groups (e.g. family reunification, refugees or repatriates) are not relevant.

- In this secondary target group we will address “specifically people with lower qualifications (EUROSTAT) who are also more subject to growing unemployment (CEDEFOP)” (Mol@m project application form 2010: 33), and whose educational levels are 0-2 (ISCED 1997; see also EUROSTAT Employment statistics<sup>1</sup>). However, depending on the different national contexts of European countries (educational level, labour market requirements, support available), the qualification needed in order to succeed might be higher and it might be relevant to widen the scope on groups with qualifications above the EUROSTAT and CEDEFOP definitions. Partners are therefore asked to adopt their own terminology according to their national contexts.
- From the secondary target group we will involve those in the research that are at least 20 years and older. Younger migrants might have a lower certification but very likely have not yet completed their education and might belong in the future to the group of high qualified labour migrants.
- The project aims at fostering labour migration within the European Union. Therefore, we concentrate on legal residents in EU countries who consider employment in another EU country. This excludes potential migrants from outside the EU. However, giving credit to the European migration history, this might include migrants from non-European countries that are already working in a EU country and are potentially moving to another.

## 1.4. Countries in focus

### European countries in focus

As the project concentrates on EU labour migration, the EU member states will be in the centre of attention. The desk research will be conducted in the partner’s countries. Moreover, both the experts and the migrants are being asked about relevant target countries (EU member states). This information is important for potential contents of the Mol@m information tool.

### Migration dynamics

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<sup>1</sup> <http://epp.eurostat.ec.europa.eu/tgm/refreshTableAction.do?tab=table&plugin=1&pcode=tsdec430&language=en>

Mol@m follows a preventive approach by intending to support labour migration before people have actually moved to another EU country. At the same time the project is eager to learn from experiences that migrants and their supporters have made after immigration. Thus, two settings can be identified that also need to be looked at for research purposes: the home countries as starting points and the countries of destination. However, partial allocation of partner's countries to "home" or "destination" countries would not reflect the highly dynamic and multidirectional migration flows in Europe. Therefore, the partner's countries will be examined from both perspectives.

## 2. Research Approach

A certain level of standardisation in all steps of data collection and analysis is targeted in order to allow objectivity and comparability of the results we gain in the different countries. We also have to take in consideration the limited time and staff resources available in the project which speaks for a standardised procedure. However, the object of our research cannot be clearly predefined as would be a central condition for a purely quantitative approach (see Kromrey 2009: 25). We do not know beforehand which information needs the target group has exactly. There may be relevant aspects outside our preconception and we would therefore not be able to provide the right question with the appropriate answer space for. Moreover, the diversity of national contexts makes standardised data collection difficult as there is the danger of losing valuable country-specific information.

With concession to these methodological concerns, the research approach needs to allow some openness and flexibility which both are central principals of qualitative research (Lamnek 2010: 19ff.).

The consequence of this is to use a combination of qualitative and quantitative steps (data triangulation). "Especially with complex and developing research objects", methodological diversity can help to build a comprehensive picture by using different perspectives (Kromrey 2009: 505 et seq.).

## 3. Data Collection

### 3.1. Methods

To get a comprehensive picture of migration issues in Europe from different perspectives, the data will be collected via data triangulation which allows a combination of qualitative and quantitative approaches. In detail, four different methods will be implemented to approach the topic:

- a) Desk Research (see the desk research guidelines in Annex 1)
- b) Quantitative Expert Survey (see questionnaire model for career guidance professionals in Annex 2)
- c) Qualitative Expert Survey (see interview guidelines for professionals working with immigrants in Annex 3)
- d) Qualitative Migrant Survey (see interview guidelines for labour migrants in Annex 4)

The instruments can be found in the annexes.

All partners are asked to translate the instruments for questioning the groups to address (b, c and d) into their own languages and respectively to concretise questions with country-specific information (e.g. in the expert questionnaires, question 2a, to use the respective educational levels available in their countries).

Following, the methods will be introduced regarding

- Aims
- Survey groups or information source
- Analysis procedure and methodological considerations

### 3.2. Desk Research

#### ➤ Aim:

The desk research aims at identifying core issues in the context of migration and employability on migration in the partner's countries. What is the current standard of knowledge on migration in the different countries? Moreover, existing support services in the different countries as well as on

European level will be searched as Mol@m intends not to “reinvent the veil” but to be complementary to existing services.

➤ Information sources:

- a) Relevant migration literature (physical and online)
- b) National websites (e.g. of the ministries of exterior)
- c) Laws and regulations
- d) Press (articles, discussion forums)
- e) Existing information services
- f) Migration experts
- g) Internet (key word search in search engines)

➤ Analysis procedure and methodological considerations:

All partners are doing a sound data collection regarding the topics identified in the desk research guidelines (see Annex 1), making wide use of the different resources available.

### 3.3. Quantitative Expert Survey

➤ Aim:

This instrument is designed to capture the view of those assisting labour emigration aspirants in the home countries and to learn about these professionals’ training needs.

➤ Survey group:

Professionals advising labour emigration aspirants on EU labour market issues. In each country, at least 10 questionnaires will be collected.

➤ Analysis procedure and methodological considerations:

The questionnaire matrix (see Annex 2) is designed as “assisted questionnaire” to be carried out via phone, internet or face-to-face. The purpose of this method is to:

- enhance the response rate
- receive more comprehensive information
- avoid misunderstandings and, thus, enhance the validity of answers
- safe translation and layout efforts

Partners are asked to transfer the answers given into the questionnaire in form of short notes.

In the project concept, this step was designed as a quantitative approach. However, to give credit to our research interest, explorative elements need to be integrated. Therefore, predefined questions are complemented by open questions to allow exploiting the full potential of the expert's knowledge by giving room to individual perspectives and topics of interest.

### 3.4. Qualitative Expert Survey

#### ➤ Aim:

These interviews are an additional deliverable. They are complementary to the expert questionnaires, as they explore expert views on what the main challenges are of the migrants in relation to the destination countries and what support they should receive before leaving their home countries. Therefore, the structure follows the questionnaire structure where applicable. At the same time, the expert interviews add to the interviews with migrants, as they deepen the understanding of the situation of labour migrants.

#### ➤ Survey group:

Professionals supporting migrants in the destination countries. At least two experts should be interviewed in each country.

#### ➤ Analysis procedure and methodological considerations:

The qualitative approach offers latitudes to subjective experiences and to the individual priority setting as it abandons predefined answers. This tool is crucial as it fully exploits expert views and ensures that key issues are addressed that our partnership might not have considered. As an interview form, the problem-centered interview was chosen as it provides space for free storytelling but at the same time allows the interviewer to tie in with the narrations of the storyteller and draw a connection to the research interest (see Witzel 2010). The interview guideline provided (see Annex 4) should not be used as a questionnaire. We want to encourage participants to explore around the topic and reveal their concerns etc. Questions should follow the natural course of conversation and then should be complemented by the questions as they fit into it. Openness towards the interview partner on the one hand and reflective, transparent use of the knowledge of the interviewer as well as the research questions in the guidelines are vital for successful interviews (Helfferich 2011: 154ff.)

The interviews can be carried out by phone or face-to-face. A promising alternative are group interviews where 2-4 experts are invited to discuss together the different aspects mentioned in the interview guideline. The advantage of this method is not only saving time but moreover the inspiring effect of discussions on individual considerations and, thus, an enhanced quality of answers.

The interview should be recorded.

### 3.5. Qualitative Migrant Survey

#### ▶ Aim:

This instrument is designed to capture the individual experiences of labour migrants in the hosting countries in order to understand the challenges they had to surpass regarding their integration into the new labour, cultural and social contexts.

#### ▶ Survey group:

Low skilled labour immigrants. Each project partner will conduct a minimum of 2 interviews. While the general scope of the project regarding the target group is wider, at this place it was agreed to concentrate on those with a European passport.

#### ▶ Analysis procedure and methodological considerations:

The instrument used is a problem-centered instrument (see Witzel 2000). The interview guideline provided (see Annex 4) should not be used as a questionnaire. We want to encourage participants to explore around the topic and reveal their motivations, frustrations etc. The guideline allows a high level of openness, giving place for individual interpretations, motivations, frustrations etc. The guideline is to be used flexibly. Questions should follow the natural course of conversation and then should be complemented by the questions as they fit into it (see also 3.4 – analysis procedure and methodological considerations).

The interviews can be carried out face-to-face, by phone or via Skype and should be recorded (if Skype is used, there are recording programmes available such as Call Graph).

## 4. Pretesting

Pretesting is an essential method of assuring the quality of data collection instruments (Kromrey 2009: 384). In questioning the target group (career guidance professionals), a key challenge is the operationalisation of our knowledge interest: the transfer into appropriate questions. While a qualitative approach allows a higher level of interaction between the interviewer and the interview partner (e.g. rephrasing a question if it is not understood or misunderstood), a quantitative approach presents predefined a predefined structure that need to be carefully collected.

Therefore we intend to test the functionality of the Expert Questionnaire Model in order to avoid negative effects of operationalisation mistakes on the answer quality. All partners will test the tool with a test person, critically reviewing whether the questions are appropriate to meet the knowledge interest. Partners are also asked to pay attention to the length of the interview, the answer readiness of the interview partner and the comprehensibility of the questions.

On the 14th February, a short skype meeting will take place to review the pretesting results and to discuss possible adaptations of the instrument.

The questioning conducted in the frame of pretesting will be integrated in the analysis process as part of the intended number of questionnaires, unless the evaluation shows major shortcomings of the tool that have largely influenced the validity of the answers.

## 5. Data Analysis

Appropriately to the type of instruments and questions, the content analysis of the research results will be partly qualitative and quantitative. In choosing the elements for the analysis, there is a strong focus on our research interest (information needs regarding European labour migration aspects). However, there are steps included that allow explorative discovery of individual interests and concerns of our survey groups.

The following analysis grids provide a framework for the analysis of the data collected in the different steps. The partners are asked to copy the grids into an extra document and to complete them by following the suggested steps. The topics follow the questions in the interview and are equally numbered to facilitate the allocation.

To keep the overview on the documents produced by all partners, they should be named consistently as follows:

Yearmonthday\_document\_acronym of organization\_initialsofauthor

e.g. 20110126\_expertquestionnaires\_DJI\_TS (a later version could be 20110210\_...)

All researchers are asked to keep the original questionnaires and interviews and to send them, along with their analysis, to those responsible for compiling the English Summary (TEMPO and DJI). Thus it will be possible to refer back to it in case of questions/ interpretation difficulties.

### 5.1. Analysis of the Desk Research data

The desk research builds the basis for the Country Reports (2.3.1-2.3.6 in the Research Report).

The analysis of the collected data follows the topics defined in the Desk Research Guidelines (Annex 1). The partners will provide this analysis in English and in the own language.

### 5.2. Analysis grid for Expert Questionnaires

The partners will provide this analysis in English and in the own language.

The partner organizations TEMPO and DJI will compile an English Summary of all parts for the Research Report.

Question in the questionnaire/ analysis guidelines	Analysis matrix														
<p><b>2a) Professional background</b> Include the respective number of answers given. The sum of the numbers should be 10 if you have completed 10 interviews.</p> <p>(the certificates at the right are exemplary for the German educational system. Please adapt to the respective certificates in your country according to ISCED)</p>	<table border="1"> <thead> <tr> <th>No.</th> <th>Degree</th> </tr> </thead> <tbody> <tr> <td></td> <td>Phd.</td> </tr> <tr> <td></td> <td>University Degree</td> </tr> <tr> <td></td> <td>Technical College certificate</td> </tr> <tr> <td></td> <td>Vocational training</td> </tr> <tr> <td></td> <td>Other: - -</td> </tr> <tr> <td></td> <td>Additional certificates e.g. in consulting: - -</td> </tr> </tbody> </table>	No.	Degree		Phd.		University Degree		Technical College certificate		Vocational training		Other: - -		Additional certificates e.g. in consulting: - -
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	Other: - -														
	Additional certificates e.g. in consulting: - -														
<p><b>2b) Working field</b> List the different working fields described. Try to summarise: If one description was given frequently, add in brackets the number of relevant answers, e.g. Advising unemployed people (3) Career counseling for school leavers (5)</p>	-														
<p><b>2c) Work experience (years)</b> Calculate the median<sup>2</sup> as well as the mean average of the answers in all interviews.</p>	<p>Median: Mean average:</p>														
<p><b>3a) Age of clients</b> Include the respective number of answers given. The sum of the numbers should be 10 if you have completed 10 interviews.</p>	<table border="1"> <thead> <tr> <th>No.</th> <th>Age group</th> </tr> </thead> <tbody> <tr> <td></td> <td>Up to 25</td> </tr> <tr> <td></td> <td>25-40 years</td> </tr> <tr> <td></td> <td>41-50 years</td> </tr> <tr> <td></td> <td>Older than 50 years</td> </tr> </tbody> </table>	No.	Age group		Up to 25		25-40 years		41-50 years		Older than 50 years				
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<sup>2</sup> To calculate the median, you can use Excel or you range all answers given in a line from the smallest number to the biggest (either consistently in years or months!), then take the 5<sup>th</sup> and 6<sup>th</sup> number and build the average of these. E.g.

3-10-24-24-30-36-36-96-240-360 → Median 33, mean average (sum of all numbers divided by number of answers: 85,9)

<p><b>3b) Gender of clients</b>          Include the respective number of answers given. The sum of the numbers should be 10 if you have completed 10 interviews.</p>	<table border="1"> <thead> <tr> <th>No.</th> <th>Gender</th> </tr> </thead> <tbody> <tr> <td></td> <td>Male</td> </tr> <tr> <td></td> <td>Female</td> </tr> <tr> <td></td> <td>balanced</td> </tr> </tbody> </table>	No.	Gender		Male		Female		balanced																						
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<p><b>3c) Educational background</b>          Include the respective number of answers given.          The total number can exceed 10 as multiple answers were possible.           (the certificates at the right are exemplary for the German educational system. Please adapt to the respective certificates in your country according to ISCED)</p>	<table border="1"> <thead> <tr> <th>No.</th> <th>Degree</th> </tr> </thead> <tbody> <tr> <td></td> <td>Phd.</td> </tr> <tr> <td></td> <td>University Degree</td> </tr> <tr> <td></td> <td>Technical college certificate</td> </tr> <tr> <td></td> <td>Vocational training</td> </tr> <tr> <td></td> <td>Lower school leaving certificate</td> </tr> <tr> <td></td> <td>Secondary school leaving certificate</td> </tr> <tr> <td></td> <td>Other: - -</td> </tr> <tr> <td></td> <td>No school leaving certificate</td> </tr> </tbody> </table>	No.	Degree		Phd.		University Degree		Technical college certificate		Vocational training		Lower school leaving certificate		Secondary school leaving certificate		Other: - -		No school leaving certificate												
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	Other: - -																														
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<p><b>4a) Targeted countries</b>          Include the respective number of answers given and state the reasons why these countries are chosen.          The total number can exceed 10 as multiple answers were possible.</p>	<table border="1"> <thead> <tr> <th>No.</th> <th>Targeted Country</th> <th>Why</th> </tr> </thead> <tbody> <tr> <td></td> <td>Germany</td> <td></td> </tr> <tr> <td></td> <td>Italy</td> <td></td> </tr> <tr> <td></td> <td>UK</td> <td></td> </tr> <tr> <td></td> <td>Spain</td> <td></td> </tr> <tr> <td></td> <td>France</td> <td></td> </tr> <tr> <td></td> <td>Netherlands</td> <td></td> </tr> <tr> <td></td> <td>Austria</td> <td></td> </tr> <tr> <td></td> <td>Switzerland</td> <td></td> </tr> <tr> <td></td> <td>Others: - -</td> <td></td> </tr> </tbody> </table>	No.	Targeted Country	Why		Germany			Italy			UK			Spain			France			Netherlands			Austria			Switzerland			Others: - -	
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	Switzerland																														
	Others: - -																														
<p><b>4b) Frequent requests</b>          List the frequent requests stated in the interviews. Try to summarise: If one description was given frequently, add in brackets the number of relevant answers.</p>	<p>- - -</p>																														

<p><b>4c) Knowledge gaps</b> List the knowledge gaps described in the interviews. Try to summarise: If one description was given frequently, add in brackets the number of relevant answers.</p>	<p style="text-align: center;">-</p> <p style="text-align: center;">-</p>																		
<p><b>5a+c) Needs Assessment</b> List the information needs mentioned in the different fields. Try to summarise: If one kind of example was given frequently, add in brackets the number of relevant answers.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">fields</th> <th>examples</th> </tr> </thead> <tbody> <tr><td>Labour market information</td><td></td></tr> <tr><td>Legal aspects</td><td></td></tr> <tr><td>Vocational training opportunities</td><td></td></tr> <tr><td>Cultural aspects</td><td></td></tr> <tr><td>Social aspects</td><td></td></tr> <tr><td>Professional issues</td><td></td></tr> <tr><td>Networking and exchange</td><td></td></tr> <tr><td>Other information demands</td><td></td></tr> </tbody> </table>		fields	examples	Labour market information		Legal aspects		Vocational training opportunities		Cultural aspects		Social aspects		Professional issues		Networking and exchange		Other information demands	
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Other information demands																			
<p><b>5b) Countries (for information needs)</b> List all countries named in this section. If countries are named repeatedly, add the number in brackets, e.g. Germany (5), UK (8)</p>																			
<p><b>6) Support available</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a) Physical support</td> <td></td> </tr> <tr> <td style="text-align: center;">-</td> <td></td> </tr> <tr> <td style="text-align: center;">-</td> <td></td> </tr> <tr> <td>b) Online support</td> <td></td> </tr> <tr> <td style="text-align: center;">-</td> <td></td> </tr> <tr> <td style="text-align: center;">-</td> <td></td> </tr> </table>		a) Physical support		-		-		b) Online support		-		-							
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<p><b>7) Open Space</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a) Important issues</td> <td></td> </tr> <tr> <td style="text-align: center;">-</td> <td></td> </tr> </table>		a) Important issues		-															
a) Important issues																			
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-
b) Suggestions towards Mol@m
-
-

### 5.3. Analysis grid for qualitative interviews with experts

As said before, the Qualitative Expert Survey can be seen as complementary to the Quantitative Expert Survey. Therefore, the analysis follows the structure of the interview guideline where appropriate but also provides open spaces.

The partners will provide this analysis in English and in the own language.

The partner organizations TEMPO and DJI will compile an English Summary of all parts for the Research Report.

<b>2.1 working field</b> Write down all answers, extract the main working fields and provide <u>only these extracted fields</u> below.	
- -	
<b>2.2 working experience (in years)</b> As the number of interviews is only small, list all answers given in the column at the right.	-
<b>2.3 Qualification</b> List all answers given.	
<b>3.3.1 Nationality (migrants)</b> List the different nationalities described. Try to summarise: If one description was given frequently, add in brackets the number of relevant answers, e.g. Polish (3)	
<b>3.3.1 Average age (migrants)</b> List all age groups given. Add in brackets if answers were given frequently e.g. 25 years (2)	
<b>3.3.1 Gender (migrants)</b> Provide a short summary of the answers given. (e.g. most migrants were male, only a small number female).	
<b>3.3.1 Educational Background (migrants)</b> Proceed likewise to the former question.	<b>School certificates:</b>  <b>ICT:</b>

<p><b>3.3.1 Social Background + Financial Conditions (migrants)</b> Proceed likewise to the former questions.</p>	<p><b>Family:</b></p> <p><b>Living situation:</b></p> <p><b>Financial Conditions:</b></p>
<p><b>3.3.2 Motivations (migrants)</b> Extract the main motivations stated in the interviews, considering the emphasis of the interview partners. (e.g. rise in income was seen as a key motivation in all interviews).</p>	
<p><b>3.3.3 Previous knowledge (migrants)</b> Proceed likewise to the former question.</p>	
<p><b>3.3.4 Challenges (migrants)</b> Proceed likewise to the former questions.</p>	
<p><b>4.1.1 Needs assessment (migrants)</b> This question was asked to identify core issues and concerns (see last topic in this table).</p>	
<p><b>4.1.2 Frequent requests (migrants)</b> State all requests mentioned in the interviews. Add in brackets if answers were given frequently e.g. information on language courses (3).</p>	
<p>-</p>	
<p><b>4.1.3 Other support used (migrants)</b> Proceed likewise to the former question.</p>	
<p>-</p>	
<p><b>4.1.4 Knowledge gaps (migrants)</b> Proceed likewise to the former questions.</p>	
<p><b>4.2 Needs assessment (in advance of migration)</b> Proceed likewise to the former questions, referring to the respective fields:</p>	
<p><b>Laws and restrictions:</b></p> <p><b>Living conditions:</b></p> <p><b>Labour market options:</b></p> <p><b>Cultural aspects:</b></p> <p><b>Social aspects:</b></p>	



tool as “digital stories”. Therefore, Cases should be presented in a pictorial, lively way. At the same time anonymity must be ensured, e.g. by changing names of people and organizations as well as using short cuts for cities (P. for Porto). A case study should not exceed 1 – 1,5 pages.

Name, “label”	Interview No.	Organisation
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**“Quotation”**

Give the case a name, a “label” and a quotation that characterizes the migration story/strategy of this person. (E.g. Eleonore, the “Straightforward” or Leo, “the Struggling”.)

**Immigration Story**

What is the current life situation? (living situation, work, social network)  
 Which aspects motivated the person to leave the country for employment purposes?  
 What were important contexts (times, places, other influence factors) in the migration process?

**Looking back**

How does the person look at this step today? (Retrospective)  
 From the migrant’s view: which impact did this step have on his/her today’s life?

**Key issues and Challenges**

Which “core issues” can be identified (topics the person is highly interested in or concerned about; or a topic the person speaks about repeatedly on own initiative)?  
 Which challenges or difficulties did the person experience in the context of immigration?  
 Which coping strategies were applied to meet these challenges?

**The Role of Support**

What help did the person look for before entering the host country and which kind of support was provided?  
 Which organizations and people where addressed for assistance?  
 Which kind of support did the person miss?  
*In answering these questions, please address here the information areas defined in the Interview Guidelines for Migrants in Annex 4, paragraph 4, where appropriate.*

**Comments and Suggestions**

*This part refers to question 5 in the guidelines and will be used internally. List all comments and suggestions regarding the three questions:*

*Ideas for improving the situation of labour market migrants*

*Concrete suggestions towards the project*

## 6. Reporting

The results of all research steps will be presented in a Research Report. Following, a structure of this report is provided:

### 6.1. Research Report Structure

(TOTAL NUMBER OF PAGES: 50)

1. Introduction (SPI, 2-3 pages)
  - Background
  - Report- Embedding in the Project
2. Labour migration in Europe
  - 2.1 European Migration Policy (ASIMAG, 3 pages)
  - 2.2 European Support Services and tools (CEA, 3 pages)
  - 2.3 Country reports (max. 5 pages per country report)
    - 2.3.1 Portugal (SPI)
    - 2.3.2 Czech Republic (TEMPO)
    - 2.3.3 Spain (ASIMAG)
    - 2.3.4 UK (CEA)
    - 2.3.5 Italy (TK)
    - 2.3.6 Germany (DJI)
3. Empirical findings
  - 3.1 The view of experts (TEMPO, DJI, 5 pages)
  - 3.2 The view of labour migrants (TEMPO, DJI, 3 pages)
4. Training needs for experts – conclusions towards Mol@m (TK, 2-3 pages)

In brackets are the responsibilities of partners regarding authorship as well as the intended number of pages. Please explain country-specific institutions, measures and concepts you use in your report properly in a footnote. To facilitate the final editing, authors are asked to write their parts using the Corporate Design templates for the project.

## 6.2. Quotation and Resources

Literature sources should be mentioned in the text (last name of author, year: page if applicable). The publication details are listed in a resources list, which is provided for each paragraph by the respective authors, as follows:

### Books, articles:

Name, First letter of first Name (if appropriate: Eds.) (Year): Titel. Place: Editor.

*Example:* Aleinikoff, T. Alexander/Klusmeyer, D (Eds.) (2001): Citizenship Today. Global Perspectives and Practices. Washington, DC: Brookings Institution Press.

### Internet resources:

Name of the Website, Html link (month of access)

*Example:* <http://www.g8way-eu.net> (January 2011)

## 6.3. Review process:

The review of all report parts will take place in 5 steps:

- Internal proofread in the own organization (rough proofread: grammar, spelling, phrasing)
- Tandem for peer reviews for detailed feedback (two partners do a thorough proofread of the contribution of their tandem partner, concentrating on contents e.g. comprehensibility, traceability, completeness)
  - Tandem Partners: TK-DJI; ASIMAG-SPI; CEA-TEMPO
- Consortium proofread (all articles are sent to the whole partnership for final suggestions and comments)
- Final proofread and editing (CEA and SPI)

## 6.4. Timeline (2011):

- 01.02. - 10.03. Data Collection (Desk Research: 01.03.)
- 11.03.-06.04. Analysis
- 07.04.-17.04. Report writing
- 17.04.-24.04. internal, tandem and consortium proofreading

- 25.-30.04. final proofreading and designing; translation.

## 7. Resources

Helfferich, C. (2011): Die Qualität qualitativer Daten. Manual für die Durchführung qualitativer Interviews. Wiesbaden: VHS Verlag für Sozialwissenschaften.

Kromrey, H. (2009): Empirische Sozialforschung. Stuttgart: Lucius&Lucius.

Lamnek, S. (2010): Qualitative Sozialforschung. Weinheim/Basel: Beltz Verlag.

Witzel, A. (2000). The problem-centered interview. Forum Qualitative Sozialforschung/Forum: Qualitative Social Research, 1(1), Art. 22. Online verfügbar: <http://nbnresolving.de/urn:nbn:de:0114-fqs0001228>.

## 8. Attachments

The following attachments are provided separately:

- Annex 1: Desk research guidelines
- Annex 2: Questionnaire for career guidance professionals
- Annex 3: Interview guidelines for professionals working with migrants
- Annex 4: Interview guidelines for migrants