

Outcomes analysis

Participation in education or training

Among respondents who answered the question on participation in education or training, a clear majority report having taken part in some form of education or training in the current country. This suggests that lack of interest or motivation is not the primary issue. Instead, participation appears to be shaped by access conditions, compatibility with work, and system design.

Barriers to accessing education or training

When asked about barriers to accessing education or training, respondents most frequently selected language requirements, followed by cost and lack of time due to work. Lack of information and non-recognition of qualifications were also commonly selected, while discrimination, visa or residence restrictions, and childcare responsibilities were reported less frequently but still present.

Because this was a multiple-choice question with multiple selections allowed, the results point to a cumulative barrier experience rather than a single dominant obstacle. Many respondents face more than one barrier simultaneously.

The open-text “biggest barrier” question reinforces this pattern. Among responses that could be clearly coded, language-related barriers are most common, followed by cost, work schedules, and recognition or experience requirements. A smaller number reference migration or permit-related issues. Many responses describe complex situations that combine several constraints, which could not be reduced to a single category.

Work schedules and training access

Responses to the question on whether work hours prevent participation in education or training show that work schedules are a recurring constraint. A majority report that work hours sometimes, often, or always interfere with participation. Only a minority report that work hours never pose a barrier. This highlights the structural tension between low-skilled or entry-level work and participation in formal learning opportunities.

Recognition of prior qualifications

For respondents who answered the question on recognition of prior qualifications, full recognition is less common than partial or no recognition. A substantial number report that their qualifications are only partly recognised or not recognised at all. This pattern indicates that prior learning and experience are not consistently translated into host-country credentials, potentially contributing to prolonged employment in low-skilled roles.

Awareness of support programmes

Awareness of programmes that support migrant education or upskilling is very low. Among respondents who answered this question, the vast majority report not being aware of any

such programmes. This suggests that information gaps exist even where formal support measures may be in place.

Information sources

When asked where they prefer or expect to receive information about education or work opportunities, respondents most frequently selected social media, employers, and government websites. Job centres and educational institutions were also commonly mentioned, while NGOs were selected less frequently. This indicates that information seeking is multi-channel and that both formal and informal sources play a role.

Support needs

When asked what support would help improve access to education or career progression, respondents most frequently selected language courses and mentoring or career guidance. Free or low-cost training, flexible study hours, recognition of qualifications, financial aid, and support related to visa or permit rules were also commonly selected. The distribution of responses suggests that respondents perceive the need for combined support measures rather than single interventions.

Future intentions

Among respondents who answered the question on future intentions, most report planning to remain in the country for at least the next two years. A smaller group is unsure, and very few plan to leave. This indicates that many respondents see their current country as a medium-term or longer-term base, reinforcing the relevance of policies and systems that support progression rather than only short-term labour market participation.

Limitations

The survey relies on a convenience sample and is not representative of the migrant worker population. Age eligibility was only partially achieved, and some questions show relatively high non-response rates. The use of two survey instruments limits comparability for certain variables, and open-text responses could only be partially coded. These limitations are inherent to the exploratory nature of the survey and are taken into account in interpretation.

Role of the survey within the project

The survey provides descriptive evidence of how migrant workers experience access to education, training, and career progression in practice. The results highlight recurring patterns related to language, time constraints, information gaps, and recognition of qualifications. These findings complement the policy repository and provide a grounded basis for further qualitative exploration and structured barrier identification in subsequent work packages.