



## ACT POSITIVE

### IO1 – National Report Martinique - D'Antilles et D'Ailleurs (DA&DA)

**April 2021**

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***Disclaimer:***

*This project is funded with the support of the European Commission.*

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# 1 Introduction

## 1.1 Project Background

As part of ACT POSITIVE Project co-funded by the European Commission, the present National Report sets the foundation to apply a bottom-up approach to investigate on 2nd generation migrants' employability needs and the requirements to enhance their resilience. The Research aims at obtaining a better insight and establish the potential prerequisites for a framework enabling the creation of an e-learning platform offering courses based on the "positive psychology theory". This national report is part of a greater report incorporating all partner organisations as well as the overall results of the ACT POSITIVE project. The present research was conducted through a Desk and a Field Research respectively based on a wide literature review and on qualitative questionnaires and interviews conducted at local level.

The definition of second-generation migrant people for the ACT POSITIVE project is aligned with the definition offered by the European Commission (no year) states: *'A person who was born in and is residing in a country that at least one of their parents previously entered as a migrant.'*

This definition easily leads to a simplification of a complex issue, since second generation migrants will experience great variance in their migration stories and with that are great differences in the issues and challenges they face.

On the European Commission website following notes were added in relation to the above definition:

This term is not defined in legislation but has a more sociological context; a broad definition encompassing the concept of a 'second-generation migrant' has been used.

Strictly this term does not relate to a migrant, since the person concerned has not undertaken a migration, but the term is included as it is commonly used in publications and the media.

According to the Recommendations for the 2010 Censuses of Population and Housing , the group referred to as 'second-generation' is generally restricted to those persons whose parents were born abroad, whereas those persons having one parent born in the country and the other one born abroad represent a special case (they form the group of persons with a mixed background). As explained in 1. above, a broader definition was considered more appropriate for the work of the EMN.'

While the notes by the European Commission flesh out their understanding of the given definition, it still remains to highlight that people who are born to migrants will do so under greatly varying circumstances which hitherto impact their lives and opportunities or lack thereof. This projects aim is to cater for as many diverse people as possible within the bracket of second-generation migration which is reflected in the diversity of participants within this research. Second generation migrants are not a homogenous group as such which is evident in the variation of service users each project partner works with and consequently engaged in this project research.

In this sense, we must also consider that definitions of what constitutes a second-generation migrant varies from nations to continents. In the case of Martinique the definition is discussed in detail in the introductory section within the desk research chapter 3.

## 2 Description of Organisation – D'Antilles et D'Ailleurs (DA&DA)

Based in Martinique in the Caribbean, D'Antilles et D'Ailleurs (DA&DA) is a non-governmental organization (NGO) set up in 2016. The DA&DA team mobilises their wide knowledge and international experiences for the community individuals who are in need of information and opportunities regarding mobility, financing and training. The association develops and follows up projects on four major lines : training, cooperating, creating pathways towards mobility and employment, raising awareness.

Website: <https://www.dantillesetdailleurs.org>

Contact details: [contact@dantillesetdailleurs.org](mailto:contact@dantillesetdailleurs.org)

## 3 Desk Research

### 3.1 Introduction:

Martinique is a French Caribbean island, located approximately 7,000 kilometers from the Metropolis, 120 kilometers from Guadeloupe and 3,300 kilometers from New York City. As a French region, it enjoys within the European Union the status of "outermost region" relying under the French legislation.

In France, the definition of 2nd generation migrants is regulated through INSEE (Institute National de la statistique et des études économiques) and INED (Institut national d'études démographiques) where 2nd generation migrants are defined as native-born with at least one foreign-born not European parent. A definition totally in line with the one given by the European Union which divide the population into three main migration status when it comes to statistical:

«Native-born with native background; Second-generation immigrants (native-born population with at least one foreign-born parent) and First-generation immigrants (foreign-born population) » (Eurostat). And define the second-generation migrant as « *A person who was born in and is residing in a country that at least one of their parents previously entered as a migrant*» (European Commission).

The definition is not only regulated trough INSEE and INED but also by the distinction made in accordance with the National legislation between being FRENCH (Having French Nationality since born in France or to at least one parent who was also born in France), and being FOREIGNERS (Resident but not with French Nationality. E.g: a child born in France with foreign non-European parents) or being IMMIGRANTS (not born in France) explicated in the ATLAS de populations immigrées en Martinique (2006).

A 2nd generation migrant can thus either be FRENCH or a FOREIGNER and is not included in data concerning migration.

As analysed before, the 2nd generation migrants have in any case a common point with migrants that is their foreign ancestry: at least one of their parents was born a foreigner abroad. However, where immigrants have made their own migration from their country of birth to France, 2nd generation migrants were born in France.

If we strictly rely then on definitions and needs to bind us to groups, concerning Martinique the situation is made delicate since the island is characterized by immigrant populations and deeply marked by a story of slavery. As defined in “La Guadeloupe et la Martinique dans l’histoire française des migrations en régions de 1848 à nos jours” (Calmont, 2009), the history of the island is made up of and around migration whose movements have powerfully contributed to shaping the demography and forming societies. Looking at the story, the article recognizes four great waves of migration:

1. When the former slaves desert the plantations to remedy the lack of manpower, the government adopted the decrees of February 13 and March 27, 1852 relating to the “commitments” in the West Indian colonies of contract workers, mainly from Black Africa, China and especially India.
2. From the end of the 19th century characterized by free workers from China and the Levant (Syria, Lebanon, Palestine)
3. From 1946, when the colonies of Guadeloupe, Guyana, Martinique, and Reunion were set up as French departments getting an identical structure to that of the departments of France, with nevertheless adaptations in the application of French legislation (particularly social) and during which West Indians left to go to France mainland.
4. The last phase, still actual, characterized by a weakly but regularly migration from the Middle East and China, and an accelerating migration of many populations from the Caribbean origin in search of work or fleeing difficult social, political, and living conditions particularly from Haiti.



In 2006, the presence of native immigrants from Sainte Lucie and Haiti is confirmed again through the ATLAS de populations immigrées en Martinique (2006) reporting that out of ten, six immigrants come from these two countries compared to 55% in 1999 and that in total, 70% of immigrants are from the Caribbean and South America.

We can thus assume that most of the referenced population with respect to second generation migrants has these specific cultural backgrounds rather than the data referring to the specific target.

## **4 Unemployment and Education**

### **4.1 Evidence/statistics/research demonstrating 2nd generation migrants experience higher unemployment in your country.**

There is no evidence specifically referring to 2nd generation migrants in the Caribbean or Martinique.

Regarding employment, all the official data comes from INSEE. However, there are no data crossed in terms of migration nor in terms of ethnic origin. This is pertinent data in itself since this reflects the systemic disinterest in the wider issues inherent within the migration taking place to and from Martinique which is seen as the possible 'open path' to Europe due to it being colonially affiliated to France. It is unknown how many people manage to migrate onto Europe due to the lack of registering any arrivals in the first place. There are many questions that must be raised here. How many people are in Martinique that have migrated there and live under the radar? How does this 'invisible' status affect people and their environment? To what extent does this way of migration add to individual's vulnerability to abuse, trafficking, prostitution, violence and wider illegal activities? Is migration in Martinique overlooked due to ignorance of local governing bodies or French officials that work on the island for set periods of service? Is it an issue that is simply disregarded due to the majority of migrants being of a Black and Minority Ethnic Background (BAME)? These questions undoubtedly raise further

questions which, unfortunately, this research project is unable to address to any extent other than flagging this as a major concern worth investigating. The statistics used in this report is the data that was available and was possible to be located. Meaning, numbers discussed are unlikely going to reflect all people with migration backgrounds or in fact most of them.

In 2019, according to definitions of the International Labour Office (BIT) the inactive population (of which pupils, students, or retirees people aged 15 or over) was estimated at 147,100 whereas the active population was estimated at 153,600. Within this active population, there were 130,800 “Actifs en Employ” (active workers) and 20,800 “chômeurs” (unemployed workers): this is twice that of metropolitan France (8%).

Looking at the period 2017-2019 among them, some were not looking for work or have stopped their efforts because of discouragement (12,700 people). Other inactive people were neither available nor actively seeking employment (6,400 people). The rest includes people who are looking for work but not available for work (3,200 people).

The Caribbean Development Bank highlighted as the main unemployment range (data of 2012) was among youth and it was among the highest in the world. Significantly higher among the poorest. Analyzed data at country level reveals the main reason as the ones already highlighted by INSEE (education / home duties comprehending pregnancy or caring someone - / illness and disability). Some comments were also related to NOT WANTING TO WORK (*Get up when you want / you do not have stress / Time for the children / Feeling good*).

Among young women care work and responsibilities was revealed as a disproportionate burden resulting in them having to balance paid work and familial responsibilities (*Sir Arthur Lewis Institute of Social and Economic Studies, 2015*).

Also, the Data of INSEE supports the vision highlighted by the Caribbean Development Bank affirming that the labor market in Martinique is marked by the

significant weight of seniors, a phenomenon accentuated by the decline in the retirement age. In fact, 71% of 50-64-year-olds are active. While, between 15 and 29 years old, only two in five young people are active (in employment or unemployed) in Martinique. Among inactive young people, many are either studying or having difficulty entering the labour market. This is particularly true for young people who left school early. Thus, 10% of Martinicans aged 15 to 64 find themselves in unemployment.

However, a 2nd generation migrant is not necessarily a minor or a young person: a person born in France of at least one immigrant parent remains a descendant of an immigrant all his life. Thus, among over 14 years, 34% of the population of descendants of immigrants are 50 years and over (against 44.5% of French people of French parents). Therefore, to make conclusions based on existing data is challenging.

## **4.2 Desirable and marketable skills to increase employment opportunities.**

Referring specifically to Martinique there is no data concerning skills most valued by employers. However, looking at the European Union, the Report of the EU Commission “New skills and jobs in Europe Pathways towards full employment” (2012), suggests the increasing importance of transversal skills, which means skills that cross the borders of disciplines or occupations and emphasize (not necessarily ‘higher’ but ‘new’) skills like abilities of communication, learning and problem solving, as well as languages and competences in information and communication technologies.

According to Entrepreneur (Barshikar, 2018) the skills most in demand across the European markets were a combination of sector-specific hard skills, as well as soft skills that are indicative of an individual's ability to grow as well-rounded professionals and leaders. Among the hard skills are advanced Information Communication Technology Skills (Coding / Statistical Analysis and Data Mining /

Network and Information Security); among the technical skills are: Python / Machine Learning / DevOps / Java / Mobile Development. Lastly, desired soft skills: Problem-Solving Skills / Communication Skills / Leadership.

#### **4.3 Barriers encountered by 2nd generation migrants in employability in your national context.**

Referring specifically to Martinique there is no data addressing 2nd generation migrants. However, through INSSE we can analyze general obstacles or characteristics affecting employability.

If from one side unemployment is in any case structural and a consequence of the geographic remoteness and narrowness of the employment area (concentrated in the center of an island) it is also characterized by the domination of some employment sectors by older people (55 years or older). These employment sectors are administrative, accounting, and financial executives. While young people veer more towards jobs as salespeople or professionals in culture and sports, there is a tendency for these roles to be within family businesses with short-term contracts. There are specific reference and data concerning the mismatch between the supply and demand of labor referred to certain fields of activities, affected by the aging of the working population. The predominant is health. The number of workers in all healthcare professions has increased since 2013. This trend should continue to meet the needs of an aging population. In 2019, in Martinique one in ten workers worked in a profession causally related to health, i.e., 12,300 individuals. In seven out of ten cases, this worker is a woman. (Le Corre, 2017)

The other sectors are affected by the ageing population in terms of attractiveness but also, by an imbalance between the senior workforce and that of young beginners. We refer in this case to trades related to agriculture, fishing and Construction-Public Work which are all particularly short-lived occupations (Cratère, 2020).

Referring specifically to 2nd generation migrants, the French Department *des statistiques, des études et de la documentation*, demonstrated in 2020, a breakdown by socio-professional categories (referring to the French National level) revealing that the share of executives and higher intellectual professions for immigrants is 3 points lower than people unrelated to migration whereas active descendants of immigrants (2nd generation) have a breakdown by socio-professional category closer to those unrelated to migration.

Immigrants result more often unskilled and employed and less often in intermediate occupations than descendants of immigrants and non-migrant people. The few differences are mainly explained by social capital which in this case is defined by the socio-professional category of the father. What does that mean? When the father is a manager or exercises a higher intellectual profession: 43% of descendants of immigrants, 42% of people unrelated to migration and 38% of immigrants are in the same category socio professional as their father. Further, when the father is employed, 39% of immigrants, 29% of descendants of immigrants and 33% of people unrelated to migration are also employees. The data is not supported however by the OECD policies migration debate published in 2014 showing that young people from immigrant families face multiple barriers to integration being 5 percentage points less likely to have a job (both public and private sectors) than their peers without a migration background. However, among the main factor the same was highlighted by the French Department *des statistiques, des études et de la documentation*, years later in 2020.

The social capital affects other factors characterizing youth from immigrant families: 1. Limited networking with potential employers and vacancies more linked to their social background but also 2. Limited knowledge about the labor market; 3. Limited knowledge of fundamentals like preparing a CV, job application covering letters which tend to be highly country specific.

Discrimination is also a factor. Candidates with names perceived as sounding “foreign” often have to submit twice as many job applications as people with similar

qualifications and experience but with a name that sounds “native”. Demonstrated by the fact that there is an emerging trend in workplace policy for businesses to tackle discrimination through voluntary diversity measures.

If we leave out 2nd generation migrants from the definition and we look at them as children of migrants the text *Persistence des inégalités entre générations liées à l'immigration: l'accès à l'emploi des immigrés et de leurs descendants en France* (from 2006) questions a possible downgrading of the descendants of immigrants. He recalls that the vision of social mobility (whether upward or downward) must be taken in a more global context of the labor market. A hardening of entry conditions comes to the detriment of these children of immigrants, not only because of their migratory history but also due to their socio-economic situation. In conclusion, they show that children of non-European immigrants are strongly affected by job insecurity and dependence on subsidized jobs linking it to the fact that having a non-European origin constitutes a handicap within the labor market. The handicap linked to an "inherited" foreign origin translates into a whole range of limitations, not only in terms of the chances of accessing employment, but also at the level of the characteristics of the job held. It bears witness to the existence of discrimination, the extent and persistence of which is more a function of the system itself than of the individual dispositions of employers. This disproportionately affects those of Maghreb, African, and Turkish origins, but also any and all of their descendants (Meurs, Pailhé, Simon, 2006).

Another study “*Les différences liées à l'origine nationale sur le marché du travail français*” dated 2013, concludes that the employment gaps between populations with an immigrant background and other populations are mainly linked to two factors: the lack of networks, and discrimination (Aeberhardt, Rathelot, 2013). Also « Le chômage des immigrés : quelle est la part des discriminations ? » Goes in the same direction. Less employment and more unemployment for immigrants and the daughters and sons of immigrants. Again, the motivation seems to be linked more to discrimination than to other factors. Immigrants and the sons and daughters of non-European immigrants report more than others that they have

experienced situations of unjustified job refusal. As before, these raw results may reflect composition effects. For example, younger groups are more so than older generations in a phase of job search and consequently exposed to a greater extent to being subjected to unjustified refusals. This may explain the high percentage of children of Maghrebian immigrants who declared having suffered discrimination (Meurs, 2017).

#### **4.4 Barriers encountered by 2nd generation migrants in accessing education and / or acquiring necessary skills that may improve employment.**

In regard to education, we were not able to find any evidence specifically considering 2nd generation migrants in Martinique. However, there is evidence of the fact that in Martinique the main barriers encountered by the population in general in accessing education are linked to the limited supply of local training that also represents the main barrier to employment. In search of a better professional situations, some working people consider leaving the island. Thus, half of people aged 15 to 64, dissatisfied with their situation, would be ready to leave the region for a job or for qualifying training. This desire for mobility, which is important among young people (64%), decreases with age (Cratère, 2019).

Further information was possible to be sourced from the Hexagon. Specifically, these two papers: « Trajectories of immigrants' children in secondary education in France: differentiation and polarization » (Brinbaum, Kieffer, 2009) and « Migration and integration in France. Academic careers of immigrants' children in lower and upper secondary school » (Caille, Vallet, 1999). These papers analyzed inequalities in education through the lens of immigrants and their social origins. While the first, analyzed the choices made at upper secondary school (lycée), and qualifications obtained among a panel of students who entered year 6 in 1995 in France, the second one, analyzed the educational attainment of immigrants' children in the French lower and upper secondary school. The results were quite different: according to the first paper, a gender gap (disfavoring male population)

in achievement among students of immigrant background is evident and thus resulting in a differentiation in educational trajectory by origin and a gender polarization. However, the difference between these students and their French-origin counterparts from the same socio-occupational background is quite small. Contrary to that the second study reports, although they are strongly disadvantaged by their class location and their level of education, immigrant parents in France invest in the educational system to improve their children's future. They develop strong educational aspirations for them, and, in return, these socio-psychological factors have a key role in explaining the educational attainment of immigrants' children in the French lower and upper secondary school. This results in immigrants' children becoming more successful than native parents' children with the same social background and family environment. They are even more persevering in the direction of success when they face school difficulties and the strong educational aspirations expressed in immigrant families has a mediating effect and partly explains the more favorable school trajectories of their children. However, according to the Department *des statistiques, des études et de la documentation* in 2010, Second Generation Migrants were registering a slightly lower educational level compared to the ones of French youths with French parents: the 9% of descendants have higher education (at least license), while 65% do not have the Bac (30% have no diploma). This degree level is higher in younger generations of descendants but has evolved less positively than that of French people of French-born parents. Thus, the descendants aged between 25-34 years are 19% more likely to be higher education graduates and 42% more likely not having the Bac. French people of French-born parents of the same age, are 23% more likely to have at least a license and only 33% do not have the Bac.

If we look then at European Level there are interesting findings of the 2014 Labor Force survey (LFS) published by EUROSTAT in 2016, where immigrants and 2nd generation migrants were asked to identify self-perceived main obstacle to either finding a job which corresponds to their qualifications and experience (for those



who reported being overqualified for their current job), or to getting a job at all (for those who did not have a job or business at the time of the survey). The results were that the proportion of highly skilled persons was higher among immigrants than among native-born with native background. However, highly skilled foreign-born residents in the EU experienced higher unemployment rates than their native-born counterparts. Over a third of first-generation immigrants with a tertiary degree worked in a job that required lower educational skills, compared to around a fifth of native-born residents of foreign and native background. The research analyzed four migration-specific work obstacles:

- Language and communication barriers (about 1 in 10 of migrants compared to 1 every 200 for 2nd generation migrants)
- Lack of recognition of foreign credentials and experience
- Restricted rights to work
- Discrimination on social and religious grounds

The result was that while altogether those affected, are a fifth of first-generation immigrants, but only 2 % of second-generation immigrants were affected by the four migration-specific work obstacles analyzed. Second-generation immigrants of non-EU origin are affected mainly by social and religious discrimination, but to a lesser extent than first-generation immigrants. Moreover, overall, we ascertain:

There is no notable difference between women and men in terms of obstacles at work that result from their migration background.

About half of first-generation immigrants and about two thirds of second-generation immigrants did not mention any obstacle to finding a suitable job

The main obstacles, for both groups are experienced by workers in the core working age group (aged 25-54)

The higher the education level of migrants was the higher the proportion of would be of those facing difficulty in gaining recognition of their qualifications. This is in

contrast to 2nd generation migrants being less affected by this issue, based on the success of standardizing European degrees under the Bologna system. (Agafitei, Ivan, 2016)

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## 6 Field Research

The field research took place via online surveys. A great many topics were covered in the primary data collection. Due to language and socio-economic barriers, it was difficult to gain much insight or Feedback. The focus within the research does not flag up inherently issues in relation to racism for migrant people. Nonetheless, the general questionnaire sections allowed participants to cite racism as an issue within obtaining employment or education as well as a general stressor. This concurred with the desk research and data from people with migrant backgrounds that discrimination impacted on access to education and the job market.

### 6.1 Analysis of the environnement during questionnaires

Three sessions were carried out where data collectors went in the neighborhood to discuss with the public the questionnaire. Understanding the questionnaire was very complex which resulted in poorly completed questionnaires for many of them, several issues observed:

*Language difficulties (Spanish-speaking as well as French audience reveals difficulties in reading and writing)*

*Difficulty understanding certain terms (What is a skill? What is an online learning? etc.)*

*Lack of motivation for the theme (think about a job research, people very far from traditional socio-professional integration, in particular women in prostitution)*

We tried each time to support them individually or in small groups the drafting of the questionnaire to facilitate it, but it was extraordinarily complex for everyone to answer the questions.

During the 2nd phase, we chose to mix the time with the questionnaires with little games around commitment and international mobility.

*I feel like few of the 2nd generation migrants interviewed were currently unemployed and out of school but did not want to say it*

*Some of them had some trouble either with the French language (even if born in a French island) as well as with Spanish or with writing and reading the questionnaire, so had trouble filling it.*

*There is a lot of discrimination against people and migrants from Haiti (from the other that, for example are from St Domingue origins).*

*We asked in which country they would like to go on mobility, all of them answered France (the majority had family there which explain the choice). The other choice was south east Asia countries and USA (no specific reasons outside of the fact it looks nice).*

*They said there was absolutely no organizations in the neighborhood working with them or proposing them activities etc. But at the same time, they do not think the majority of young people from the neighborhood would be interested in that*

## 6.2 Responses from participants with a migration background

Participants: Martinique questioned second generation migrants (19)

### 6.2.1 Stressors

Is job search stressful	Are Interviews stressful	Do you have Resources/solutions
<p>1 said no</p> <p>1 said yes and cited as reasons discrimination, does not know where to look, CV writing.</p> <p>1 cited giving their address (discrimination based on neighbourhood), dealing with administrators and the location of Martinique</p>	<p>1 said yes</p> <p>No further responses</p>	<p>2 said patience</p> <p>2 said none</p> <p>1 said that they are currently in training is a resource</p> <p>1 said having a network that can help you into employment</p> <p>The rest gave no answer</p>



2 said language and lack of training		
1 cited being unable to find a job after university		
13 gave no answers		

### 6.2.2 Internet access

Access to PC/tablet	Internet access	General online accessibility
12 said no	13 said yes	4 said yes
4 said yes	No further responses	4 said no
3 no answer		No further responses

### 6.2.3 E-learning

Are you experienced with E-learning	Do you like it/are you interested in doing e-learning	Are you familiar with e-learning
<b>5 said yes</b>	2 said yes	1 said yes at school
<b>7 said no</b>	2 said no	1 said through the immigration office
<b>4 withheld answers</b>	6 withheld answer	
<b>2 withheld answers</b>		

A quote from a participant saying: *'I would like to be a technician, but I want something to do. No matter what'*, underlines people's readiness to do whatever it takes to generate an income. Participants had voiced how their current work, when they had any was not in line with their backgrounds. However, many more voices were unheard despite additional efforts of engagement. Some participants had formal education some only to a lesser degree. Moreover, social economic issues of environment and the systemic oppression create additional barriers to people's life betterment.

### 6.3 Responses from stakeholder/ professional

To enhance a deeper comprehension to barriers and challenges experienced by first- and second-generation migrants seeking to improve their access to employment most partners engaged several stakeholders or people in professional capacities who are familiar with this projects' target group. This has proven a vital factor in the analysis and dissemination of the desk and field research with migrant people. A mixture of questionnaires and interviews evidenced a broad range of difficulties experienced by people with migrant backgrounds. However, this addition to the field research also evidenced the need to train and educate professionals in how they can better engage migrant people and improve their work with them. While professionals are seen as experts by some it can be argued the true experts are migrant people themselves living through their experiences. Therefore, applying a bottom-up approach and primarily gaining first-hand insights from migrant people into what are barriers or issues for migrant people. While the experiences and opinions of professionals working in this field is valuable, it predominantly serves to validate and enhance the understanding gained through sourcing insight directly from people with migration backgrounds. Furthermore, from a research perspective it allowed to triangulate the data collated contributing to its validation. In fact, all the data retrieved from professionals directly echoed the desk research findings as well as the contribution by migrant people in the field research.

## 6.4 Responses from professionals

Number of participants: Martinique questioned professionals (7)

### 6.4.1 Possible challenges to access job market

Challenges	Solutions
<ul style="list-style-type: none"> <li>• <b>Local people's ignorance of higher education and correlating certificates</b></li> <li>• <b>Overall lack of research/statistical data regarding this topic</b></li> <li>• <b>Ignorance and lack of acceptance of unacquainted education or professional certification</b></li> </ul>	<ul style="list-style-type: none"> <li>• Systemic discrimination could be countered with enhancing intercultural competences in migrant people to add to skills et to become more confident and employable.</li> <li>• Becoming or being a migrant person entails having additional skill sets which need to be highlighted and used as an advantage</li> </ul>

## 6.4.2 Barriers / systemic issues

### Systemic Issues

- **Discrimination in employment with such examples as foreign surname being an issue when applying for jobs**

### Other Barriers

- Prevailing stereotyping by employers assuming it is good enough to give any menial job to a migrant person paying them less in the belief that they at least provided them with paid work

A further insight to wider issues is further evidenced and clarified in this professional's statement, explaining: *'Barriers in education reflect into barriers to access employment. Youth are not used to think in terms of long-term goals; they are not supported and oriented and they have role models (Usually working in cash in hand work and illegal enterprises) of the same neighborhood. They are not used to recognize their resources and services do not offer trainings or target centered possibilities'.*

Consequently, it could be suggested there is a void created in which opportunities are lost within to educate young people and then support individuals into employment. This very systemic issue is further highlighted when the professional expands on the issue in greater detail by saying: *'...the lack of skills (strictly referring to 2nd generation migrants in Martinique in the poor neighborhood) is a consequence of a system that makes it challenging for youth to exit from the spiral of poverty and that doesn't guarantee a reinforced mentoring for them to access education. This impacts their acquisition of skills and the possibility to recognize their personal resources and the possibility to develop different contexts for themselves and their lives and form different kinds of friendships while finding positive role models.'*

## 7 Appendix

### 7.1 ANNEXE 1. FORMULAIRE DE CONSENTEMENT DU PARTICIPANT

Veuillez cocher la case bleue appropriée. Je vous remercie.

1. Je confirme avoir lu et compris la fiche d'information pour l'étude ci-dessus et avoir eu l'occasion de poser des questions.
2. Je comprends que ma participation est volontaire et que je suis libre de me retirer à tout moment, sans donner de raison.
3. J'accepte de participer à l'étude ci-dessus
4. J'accepte que l'entretien / le groupe de discussion / la consultation soit audio-enregistré
5. J'accepte l'utilisation de citations anonymes dans les publications

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Name of Participant

Date

Signature

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Name of Researcher

Date

Signature

## 7.2 ANNEXE 2. FORMAT D'ENTRETIEN STRUCTURÉ

### INFORMATIONS GÉNÉRALES

Age :

Genre (homme/femme/autre) :

Migrations dans l'UE et ailleurs :

#### EDUCATION

As-tu fait des études ?

- Si oui, qu'est-ce que tu as étudié ?
- Si oui, où as-tu étudié ?

Quel est ton niveau d'études/ton plus grand niveau de diplôme ?

Si tu as des diplômes, comment as-tu choisi ton école/université ?

Pourquoi as-tu choisi ça ?

Est-ce que c'était un choix libre ? Sinon, pourquoi ?

Quel est le niveau d'éducation de tes parents ?

Est-ce que tu as vécu une expérience avec l'éducation en ligne (e-learning) ?

- Si oui, sur quels supports ?
- Est-ce que tu trouves l'apprentissage en ligne confortable ?
- Peux-tu identifier les éléments positifs du e-learning ?

DESK RESEARCH ANALYSIS FOR GREECE



- Peux-tu identifier les éléments négatifs du e-learning?

## EMPLOYMENT

Est-ce que tu travailles ?

Si oui:

- Où travailles-tu?
- Est ce qu'il convient à tes envies ?
- Est ce qu'il correspond à ton niveau d'éducation scolaire ?

Comment était ton entretien d'embauche ?

Quels carrière ou travail aimerais-tu avoir ?

Peux-tu identifier au moins deux raisons/obstacles d'avoir la carrière que tu souhaites ?

Si non, es-tu au chômage ?

- Depuis combien de temps?
- Quel était ton dernier emploi ?
- Comment était-ce?
- As-tu aimé cet emploi ?
- Votre emploi correspondait-il à votre formation?

Quel serait le poste que vous aimeriez avoir ?

Quelles sont tes meilleures compétences professionnelles et tes meilleures ressources personnelles selon toi ?

Selon toi, quelles sont les compétences les plus appréciées et souhaitables pour te garantir les meilleures opportunités de travail ?

Penses-tu que tu manques de compétences professionnelles spécifiques ? Lesquelles ?

## STRESS AND PERSONAL RESOURCES

Y a-t-il une situation que vous identifiez comme stressante lorsque vous cherchez un emploi ?

- Si oui, avez-vous les ressources pour faire face à cette situation ?
- Auriez-vous besoin de développer de nouvelles ressources pour y faire face ?

## INTERNET FACILITIES

Avez-vous un ordinateur ou une tablette ?

Avez-vous Internet à la maison ?

Dans quelle mesure les ordinateurs, tablettes ou mobiles qui peuvent accéder à Internet sont-ils accessibles pour vous?

## GENERAL QUESTIONS

Selon vous, quels sont les obstacles pour développer des compétences ou pour une meilleure employabilité, auxquels les migrants de 2ème génération sont confrontés ?

Quelles recommandations, si vous en avez, nous proposeriez-vous pour concevoir des activités de formation et de développement des compétences ?

Quelles sont, selon vous, les activités de formation et de développement de compétences les mieux adaptées ou les plus recherchées pour favoriser l'employabilité ?

Quelles caractéristiques principales une plateforme e-learning devrait-elle offrir ?

Y va-t-il autre chose que vous aimeriez ajouter ou commenter ?

## ANEXO 1. FORMULARIO DEL PARTICIPANTE

Por favor, marque la casilla correspondiente.

1. Confirmando que he leído y comprendido la hoja de información y haber tenido la oportunidad de hacer preguntas.
2. Entiendo que mi participación es voluntaria y que soy libre de retirarme en cualquier momento, sin dar una razón.
3. Acepto participar
4. Acepto que la entrevista / grupo de discusión / consulta se grabe en audio
5. Acepto el uso de citas anónimas en publicaciones

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Nombre del participante

Fecha

Firma

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Nombre de la investigadora

Fecha

Firma

## 7.3 ANEXO 2. FORMATO DE LA ENTREVISTA

### INFORMACIÓN GENERAL

- Años:
- Género:
- Migración a la UE / otros Países:

### EDUCACIÓN

- ¿Estudiaste? ¿Y qué?
- ¿Y dónde?
- ¿Cuál es tu nivel más alto de calificación?
- ¿Cómo elegiste tu escuela / universidad?
- ¿Qué nivel de educación tienen tus padres, si lo tienen alguno?

### APRENDIZAJE EN LINEA

- ¿Has tenido alguna vez experiencias de e-learning (aprendizaje en línea)?
- ¿Qué tal fue?
- Por favor, identifique unos aspectos positivos en tu experiencia de e-learning.
- Por favor, identifique unos aspectos negativos de su experiencia de e-learning.

- Si no has tenido nunca experiencias con el e-learning, ¿qué piensas al respecto?
- ¿Cuáles son las características que te gustaría ver en una oferta de plataforma de e-learning?

#### SI ESTAS EMPLEADO

- ¿Dónde trabajas?
- ¿Te gusta tu trabajo?
- ¿Tu trabajo responde a tu formación académica?
- ¿Has tenido nunca una entrevista de trabajo? ¿Y qué tal fue?
- ¿Hay algo que recuerdas que no te gustó en tu entrevista de trabajo?
- ¿Qué trabajo te gustaría tener?
- Por favor, trata de identificar al menos dos razones que presentan obstáculos a tus posibilidades de conseguir el trabajo o la carrera que esperas.

#### SI ESTAS DESEMPLEADOS

- ¿Desde cuándo estás desempleado?
- ¿Cuál fue tu último trabajo?
- ¿Como estuvo?

- ¿Cuáles crees que son tus mejores competencias profesionales y tus mejores recursos personales?
- ¿Cuáles cree que son las habilidades más valiosas y deseables para tener oportunidades laborales?
- ¿Te gustaría adquirir alguna habilidad profesional o personal específica?

## ESTRÉS Y RECURSOS PERSONALES

- ¿Existe una situación que identificas como estresante en el proceso de empleo?
- ¿Y cómo lo afrontas?
- ¿Hay algo que te gustaría aprender para afrontar una situación como esta?

## INTERNET

- ¿Tienes una computadora o tableta?
- ¿Tienes internet en tu casa?
- ¿Qué tan accesibles son para ti las computadoras, tabletas o móviles para acceder a Internet?

## PREGUNTAS GENERALES

- Según usted, ¿cuáles son los obstáculos para la empleabilidad que enfrentáis?

- ¿Qué recomendaciones, si tiene alguna, nos ofrecería para diseñar actividades de formación y desarrollo de habilidades?
- ¿Cuáles son, según usted, las actividades de formación y competencias más adecuadas o deseadas?
- ¿Qué características principales debería ofrecer, según tu opinión, una plataforma de aprendizaje en línea?
- ¿Hay algo más que te gustaría agregar o comentar?