

Building a Career in a Host Country

Educational and Occupational Determinants for Migrants' Men Well-being

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The Issue and Possibilities of its Exposition

Education and employment are two important issues that influence the well-being of a person in general. Each of these two matters represents wide topical area with different nature and many specific contents, plots or issues. On the other hand they include also similar patterns, causalities, mutual interconnections, influences and feedbacks. In such an arrangement these two areas can be captured using three approaches with different advantages and limits:

- complex description and in-depth analysis of both these issues as whole (a detailed approach which is not suitable in a limited space),
- description of selected specific phenomena (still detailed approach but the most selective one) and
- brief highlights of most important patterns, milestones and circumstances (only surface characteristics which is however suitable for a limited space and only partly selective).

We follow mostly the third approach as it can capture many important key points in both areas. It could show some patterns, causalities, trajectories etc. in a short manner. The limitation of this approach (surface characteristics) is slightly reduced at least by some examples. However it must be reflected, these examples focus only on some features and are selective.

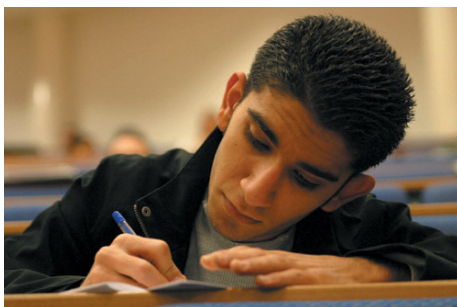


Experiences and Perceptions of Education and Employment

"If they [asylum seeker in camp] were sent to school for two years where they could learn something... then they can work instead of claiming benefits." (DE, age 21)

"Fuat (20) has received support both from his parents and friends: 'They have always said, stick at it, keep learning, you can do it... I made it my aim, and I achieved my aim'." (DE interview summary)

"The offer of a really interesting job might tempt Borys (19, Ukraine) to consider interrupting his study. He would prefer this to getting a job in another country." (CZ interview summary).



Choice of the Subject, School and Country

"I did not know what to do. My teacher asked me what I liked the most. I answered that I can draw nicely and she said that I should study arts. So I started to study arts. I had my relatives in France and that aunt told me – France is in fact the biggest state in art, isn't it? – O.K. I will go there. French have huge animation and comics studios, it is so big there, nothing like that here." (CZ, age 27)

"When I finish university here and return to Belarus, my chances of landing in a good job are twice as high as in Belarus with a home degree. The quality of education is better here." (CZ, age 22)



Experiences with Education

Some respondent reported a welcoming atmosphere at school and in further education studies such as supportive teachers and mutual trust and willingness among pupils to help each other. However, negative experiences of bullying and discrimination were also recalled:

"Ihor (24) had no bullying experience, mainly because he was not afraid to fight with the strongest classmates from the beginning." (CZ interview summary)

"Joseph (22) experienced racism in school, but didn't take it seriously and believes it didn't have any effect on him." (IE interview summary)

"Rashid (18) feels that his teacher does not like him and is 'a little bit racist'." (FI interview summary)

Aspirations and Career

We recorded both, high ambitions and willingness to accept various jobs. The disillusion from high aspirations sometimes strengthens distinction between migrant men and host society. Both acceptance of low-paid jobs and systematic efforts to improve their skills appeared. The interviews also revealed some specific positions related to respondents' occupational preferences and aspirations:

"Liang (27) has always been looking for a job in which he could use his knowledge of Chinese language and culture." (CZ interview summary)

"Ahmed (22) is paralyzed from the lower part of his body due to shooting. Earlier Ahmed thought it would prevent him from studying. Now he feels this is not necessarily the case. He is pursuing a career in business." (FI interview summary)

"Nabil (27) fears he will stagnate and not progress in his career." (UK interview summary)



Other Issues

- Language barrier restraints achieving of better qualification and jobs
- Pressure from parents to study
- Parents financial support for their studies
- Restraints and difficulties both in educational and employment participation - discrimination, nostrification, residence procedures, breaking of the health and safety rules at workplace
- Demanding commuting to work