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managing migration and diversity through local government capacity building

Report on Identification and Anticipation of Future Skill Needs for Local Public Administration in the Area of Migration and Diversity Management

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Preface

In contemporary globalization, migrations to Europe have accelerated in speed and scale. Between 2010 and 2013, around 1.4 million non-EU nationals, excluding asylum seekers and refugees, immigrated into the EU each year using regular means. Europe is experiencing one of the most significant influxes of migrants and refugees in its history. More than a million migrants and refugees crossed into Europe in 2016, compared with just 280,000 in 2014. The migration brings diversity. Both are key factors in one of the most fundamental transformations of society ever.

The EC formulated recommendations regarding managing diversity and migration and some of them emphases the role of local governance in this process. Beside this the Capacity building of Local Governments is one of the recommendations for actual problems overcoming. There is no doubt that migration and especially refugee flows reach Europe totally unprepared. Those who are expected to be the first contact points al local level for managing migrations and diversity cope with unusual and unknown problems.

The ERASMUS+ project "Managing Migration and Diversity through Local Government Capacity Building - MAMIDI (project No. 2016-1-SK01-KA204-022518)", aims to build capacity of local governments in order to be better prepared for the changes coming from present challenges of EU.

The capacity will be enhanced by two main tools:

- Preparation and pilot run of the training course for local government.
- Roadmap for managing migration and diversity for local government.

During the MAMIDI project preparation the preliminary analysis of local government training needs in targeted countries (Greece, Hungary, Slovakia and Turkey) has been carried out. Nevertheless the more detailed analysis was required in order to assure better matching and anticipating local government training needs in the area of migration and diversity management in the future. It enabled to design effective training and predict which skills are needed in tomorrow's services. Results arising from analysis serve as background to achieve other intellectual outputs of the MAMIDI project.

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Methodology

The research has been conducted based on the "Guidelines for identification and forecasts of future skill needs", which was prepared by project consortium in autumn 2017.

The research has been targeted to the following public administration representatives:

- **The staff of budgetary and contributory organizations that are created by Municipalities** as they should participate in the continuous process of integration of refugees.
- **Staff of so called Client Centres** as integrated centres of local government to be used in handling and acceptance of citizens' agenda. Client centres must equipped asylum seekers agenda as "clients" of local government with regard to their specific needs.
- **Staff of District offices of local government** as in the case that client centres do not have competences for some agendas, District offices of local governments have to handle it (e.g. Trade business departments, Land Registry Department, Land and Forest Department, Environmental Department). Also District offices cover special agenda in the field of construction, housing and education.
- **Staff of other municipal offices** as e.g. the Labour Office, Office of Social Affairs and Family, Tax offices, Customs offices, Offices of the Public Health and others and an organizations established by municipalities and higher territorial units (e.g. educational and health facilities).

The selection of the target groups based on the MAMDI project countries is as follows:

Greece

- staff of the Municipalities' Social Services (managers having a post of responsibility dealing with migrants and public servants directly dealing with migrants' problems). In both cases they work with migrants in a direct or an indirect way. Usually, they work assisting migrants or providing them assistance regarding their legal documents, health services, schooling, etc.

Hungary

- Client Centres staff as integrated centres of local government to be used in handling and acceptance of citizens' agenda (in Nagykovácsi, Budakeszi, Telki, Pilisvörösvár).

Slovakia

- local self-government units (mayors or staff of competent departments),
- local state administration (staff of client centres and specialized local state administration such as labour office, tax office, customs office, etc.),
- organizations under the umbrella of local self-government units and state administration (primary schools, municipal police, specialized organisations, etc.).

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Turkey

- participants selected from Ankara Metropolitan Municipality, Ankara Yenimahalle Municipality, Yenimahalle National Education District Directorate and Kayseri Pınarbaşı Municipality, Kayseri National Education District Directorate in order to provide institutional diversity.

The main **objectives of the research** were to answer the following questions:

- What are the differences between the participation countries in certain, migration and diversity related questions?
- Is public administration ready to manage migration in terms of (ethnic/cultural/religious) diversity?
- What special activities do people think that public administration should do to incorporate newcomers into host societies?
- What kind of trainings does public administration need, to be more ready manage migration in terms of (ethnic/cultural/religious) diversity?

The Report is based on quantitative and qualitative research as follows:

Questionnaire Survey

Altogether 142 local government representatives from 4 countries took part in survey (see Table 1). Each partner should choose the most suitable way of questionnaire survey realisation (e.g. on line survey, mail survey, telephone survey, in person's interview). The results have been provided in the form of Excel file (for questionnaire: see Annex I).

Semi Structured Interviews

The aim was to deepen the knowledge obtained through quantitative research using the questionnaire survey and try to understand the reasoning under each answer (category). The more detailed knowledge on the opinion of managers in local governments about the training needs of the employees has been gained (for interview template: see Annex II). Altogether 17 local government representatives from 4 countries took part in interviews (see Table 1).

Focus Group Session

The research has been enriched by focus group sessions which were conducted with migrants living in the project partner countries more than 2 years. It enabled to better understand problems and challenges coming from migration and diversity and needs and experiences of migrants. The focus groups have been carried out in Slovakia and Turkey (see Table 1).

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Table 1 Number of Respondents by Country

Name of the country/ Number of participants	Questionnaire survey	Semi structured interviews	Focus group
Slovakia	42	5	2
Greece	32	4	0
Hungary	36	5	0
Turkey	32	3	1 (9 persons)
TOTAL	**142**	**17**	**3**

Source: Own proceeding, 2017

Table 2 Respondents by Sex, Education and Age

No of men	36	25.3%
No of women	106	74.7%
University degree	107	78.6%
Secondary education	35	21.4%
Age 19-35	42	29.5%
Age 36-45	40	28.1%
Age 46-55	31	14.7%
Age 56 and more	29	27.4%

Source: Own proceeding, 2017

In order to evaluate the understanding of the basic terms (migration and diversity) by target group two control questions on migration and diversity definitions were used (see Annex A). The results are in Table 3.

Table 3 Correct Answers on Migration and Diversity Definition for Total Number of Respondents

"MIGRATION" definition	YES	98	69%
	NO	44	31%
"DIVERSITY" definition	YES	85	59.85%
	NO	57	40.14%

Source: own proceeding, 2017

Based on the results, 31% of respondents answered the question focused on the understanding of migration incorrectly and 40.14% did not respond correctly to the question focused on the understanding of diversity. The results show that the number of incorrect answers is high and the correct understanding of migration and diversity issue should be supported by appropriate tools and initiatives. Conclusion on low awareness in the field of migration and diversity meets expectations.

The research has been conducted in time period from **November 2016 - January 2017**.

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Background Information on MAMIDI Project Countries

There is no doubt nowadays that Greece, Hungary and Turkey belong to the countries most affected by refugee flow and migration. Nevertheless each of those countries has different experience and approach to refugee and migration crises. The latest development shows that Slovakia is also not immune against refugee flows. The possibility of the opening so called Ukrainian corridor is very vivid. Either in case of none refuge flows coming to Slovakia, the diversity coming from migration is open question and is now present in Slovakia. That is why the local government representative's preparation for upcoming challenges should be one of the priorities as it will have direct impact on quality of life of all citizens in participating countries.

Greece

Greece is actually facing an unprecedented period of problems at various levels, briefly described as crisis. To this crisis may be added the problems caused by a numerous influx of migrants and refugees entering mainly through the sea borders. Usually, when talking about migrants and refugees, people think about the risks they may cause as far as social, cultural and economic aspect are concerned. However, they are missing the unmeasurable benefits that may be due to the presence of migrants at the same time.

In the last decades, Greece and Greek communities have received hundreds of thousands of migrants, starting from the Albanians and Bulgarians and passing to the Afghans and Pakistani. Due to their long stay in Greece, they have contributed to the Greek economy, culture and society. The first impact is that they have helped people to be more open, to live with different cultures and learn how to accept the diversity.

Taking into account that the current situation is different from that of the last decades, due to the deep economic crisis that Greece faces and that refugees arrive in big waves, this puts a lot of pressure to public servants. For that reason, public workers that deal with them should be aware of the benefits that migrants bring in order to be encouraged in their job and way of acting. There are no training opportunities for the certain target group in that country.

Hungary

Hungary functions as a transit, source, and destination country of both regular and irregular migration. Its geographic location, European Union membership, and relative prosperity, collectively act as pull factors for migrants from neighbouring countries, including ethnic Hungarians. In 2015, Hungary was the second European Union country, behind Greece, to apprehend irregular migrants at its external borders with 411,515 recorded crossings. However, the construction of the fences at the two Southern borders with Serbia and Croatia in September and October 2015 respectively, put Hungary outside the Western

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Balkan migratory route. While there initially was a 20% increase in arrivals between January - February 2017, this number dropped by 78% in March to 37 persons/day.

The Hungarian government was not prepared to receive a huge number of migrants in a short period of time. Hungary is in the 23rd position out of 38 countries in a ranking of migrants' integration in Europe. This information has provided a broad perspective about the "official" version of the situation of migrants in Hungary. In the last years, local governments gave the responsibility to NGOs and private organisations to create and follow up the programs for migrants and refugees, some public programs have been proposed but none has been implemented at the end. It is important to say that there have been many initiatives to improve the conditions and integrations of migrants but none of them passed all the approvals and therefore they were not implemented.

There are no training opportunities for the certain target group in that country.

Slovakia

Slovakia at present is not one of the traditional final destinations for migrants. Until recently, Slovakia was almost exclusively country of origin of the migrants, in other words a country whose residents used to migrate abroad for various reasons. During the period since 2004, the illegal and asylum migration has decreased and the legal migration has increased three times. Today the foreigners make up 1.5% of population and their number is slowly, yet continuously increasing. The number of foreign workers has increased more than seven times. Currently, there is one foreign worker per 95 national employees.

The highest number of courses for public administration is offered by private sector organizations. The central state authorities have competences in the specialized trainings of public administration representatives as well. Professional trainings in public administration are provided also by the Institute for Public Administration (under the umbrella of the Ministry of Interior of the Slovak Republic). There is no uniformity relating to obligations to take part in professional trainings for public administration representatives.

Turkey

The number of refugees in Turkey has reached over 3.2 million, making Turkey the host country with the largest refugee population in the world, including Syrians, Iraqis, Afghan, Iranian, Somalian and other nationalities. Out of the close to 3 million registered Syrian refugees in the country, some 260,000 people are hosted in 26 camps run by the Disaster and Emergency Management Presidency of Turkey, where refugees have access to shelter, health, education food and social activities. Despite these efforts from the government, local authorities and the generosity from host communities, 90% of Syrian refugees (over 2.5 million persons), as well as many refugees from other nationalities, live outside the camps under very challenging circumstances with depleted resources. Registered refugees have, in principle, access to public services, including education and healthcare. However, for many,

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access to these basic facilities is often limited for various reasons, including problems in registering with local authorities and the language barrier[1].

Turkey had spent around 25 billion dollars for Syrian refugees in Turkey according to official statements. The expenses have mostly been on housing and schooling for the refugees, according to officials' reports. Around 500 thousand of 800 thousand Syrian children have been involved in schools[2].

In spite of the urgent situation there are no training opportunities for the local government officers dealing with migrants at present.

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[1] http://ec.europa.eu/echo/files/aid/countries/factsheets/turkey_syrian_crisis_en.pdf.
[2] https://www.afad.gov.tr/tr/13016/lnfografik/grafik/14955 (01.05.2017).

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Comparative Analysis

The following results represent the absolute number of respondents. The vertical axe of the graphs represents the average of the items of the 5 pointed Likert scale which participants used to express their opinions (5 - agree in a large extent, 1 - does not agree at all).

Size of municipality

The 64% of respondents work within municipality with 50,001 - 500,000 inhabitants, 22% in municipality up to 5,000 inhabitants and 14% in municipality with the number of inhabitants from 5,001 to 50,000. Most respondents are working in the local governments with the seats in the municipalities with the number of inhabitants from more than 50,001 to 500,000. There is the greatest concentration of local government units and the largest portfolio of public administration agenda for citizens.

The length of employment in public administration services

The 52% of respondents are working in local governments more than 10 years.

The level of education

Only 3% of respondents have education in the field of political science or public administration, 10% - natural science or technical science, 25% - economy or economics and management, 40% - other social science and humanities and 23% of respondents have declared they have other fields of education.

Training

The 43.1% of respondents have attended some training in the last year. Trainings were focused exclusively on vocational skills and knowledge strictly related to the work positions (e.g. tax training, SOS-Alert Solution, finance, proposal-writing, behavioural disorder, HR, etc.). No training on migration and diversity management were identified. Absence of training opportunities in the field of migration and diversity management is confirmed.

Opinions of the respondents on migration issue

The opinions were identified through the question where respondents were asked to write five words which come to their mind instantly when we are talking about migrants. The most frequently reported words: terrorism, war, violence, poverty, danger, refugee, etc. Vast majority of the respondents have reported words which are interpreted in negative sense. Results reflect negative perception of migrants in society, even by public administration representatives at local level. In contrast to that, they are responsible for efficient process of integration. The results point out that there should be initiative that will support more positive perception of migrants and possible benefits in the future (see Figure 1).

Training focused to enhance skills in area of migration and diversity

Despite the facts above mentioned, research shows low preference to attend training focused to enhance skills to work with migrants. Only 22% of respondents would prefer their

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attendance on training. They have shown slightly higher preference to attend training focused to enhance skills to work in diverse environment is recorded. Thirty-four and nine tenths percent of respondents would prefer their attendance in such training.

The results indicate separated perception of migration and diversity. The respondents perceive them as two separate areas although one of them brings the other. Based on that, strong plan for involvement of target groups to training shall by proposed. Educational content that will reflect training needs must interconnect these two areas and attention should by paid to their mutual relations.
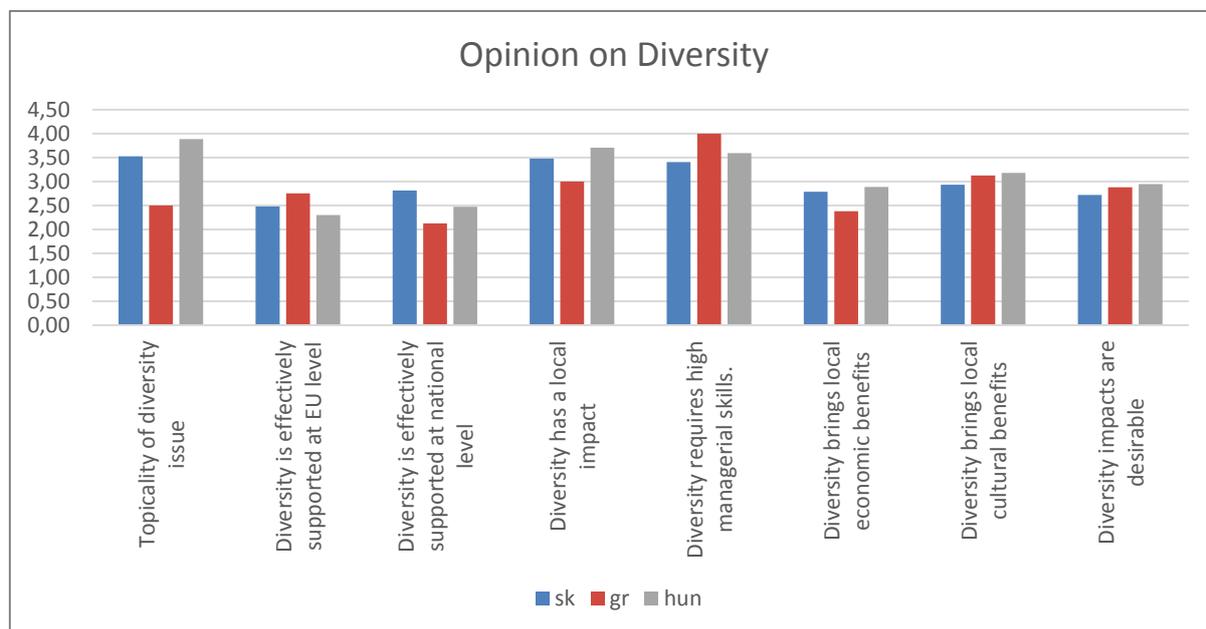
Figure 1 Opinions on Migration
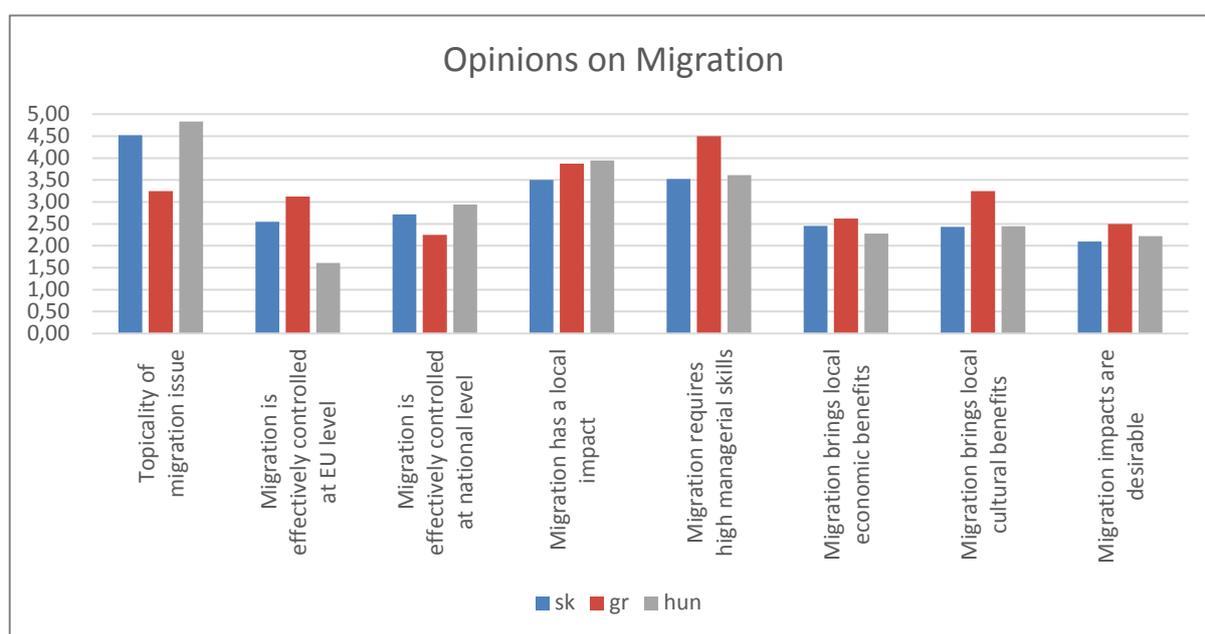
Source: Own proceeding, 2017

The Hungarian respondents ranked actuality of migration issue as the highest, and least high in Greece. Different results have again confirmed separately considered issue of migration and diversity. It is a sign that local government's representatives and employees realize the importance to deal with these topics in their professions.

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Figure 2 Opinion on Diversity

Source: Own proceeding, 2017

Actuality of diversity issue was ranked as very high in Hungary, and least high in Greece. They were also asked to assess local impact of migration and diversity. The third highest ranked item was the managerial skills which is required in all countries.

Migration and diversity perceptions

The respondents of all the countries expressed the view that migration is not effectively controlled at EU level and at national level. We came to the conclusion that they themselves recognize a need for improvement of public policy in these fields.

An interesting finding, but not surprising, is that the respondents assess the question asks if migration impacts are desirable as low. Diversity impacts were assessed as low too. This is sufficient reason to place emphasis on economic and cultural benefits which may be arising from migration and diversity. Within the migration impacts, the respondents pointed out economic and cultural benefits brought by migration in all countries, especially in Greece, however subsequently they assess that they are not desirable at local level (see Figure 2).

Effectiveness of the local government actions for the integration process of migrants

Within the next part of the questionnaire the respondents assess effectiveness of the local government actions for the integration process of migrants. The lowest value was assigned to the following actions of local governments

- "*creating of offering new jobs for migrants locally*"
- "*start fundraising event for charity*"

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- "*donating money*".

Effectiveness of other actions was ranked with mode medium. The only action valued high was in Greece and Turkey, namely the *"organization of language courses for migrants"*. The Turkey valued high also *"organising courses for migrant about the culture"*. Any other actions did not reach value high (5) and rather high (4), and it indicates potential for development of other actions they can get higher assessment of their effectiveness.

Figure 3 Effectiveness of the Local Government Actions for the Integration Process of Migrants
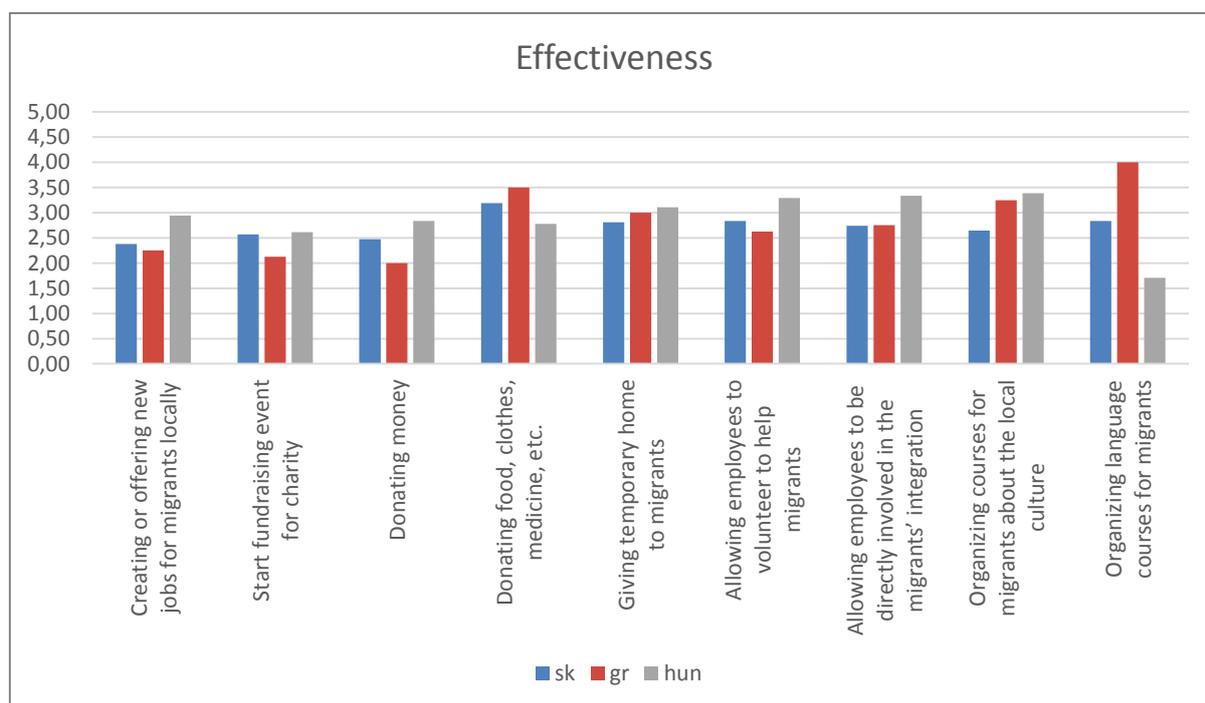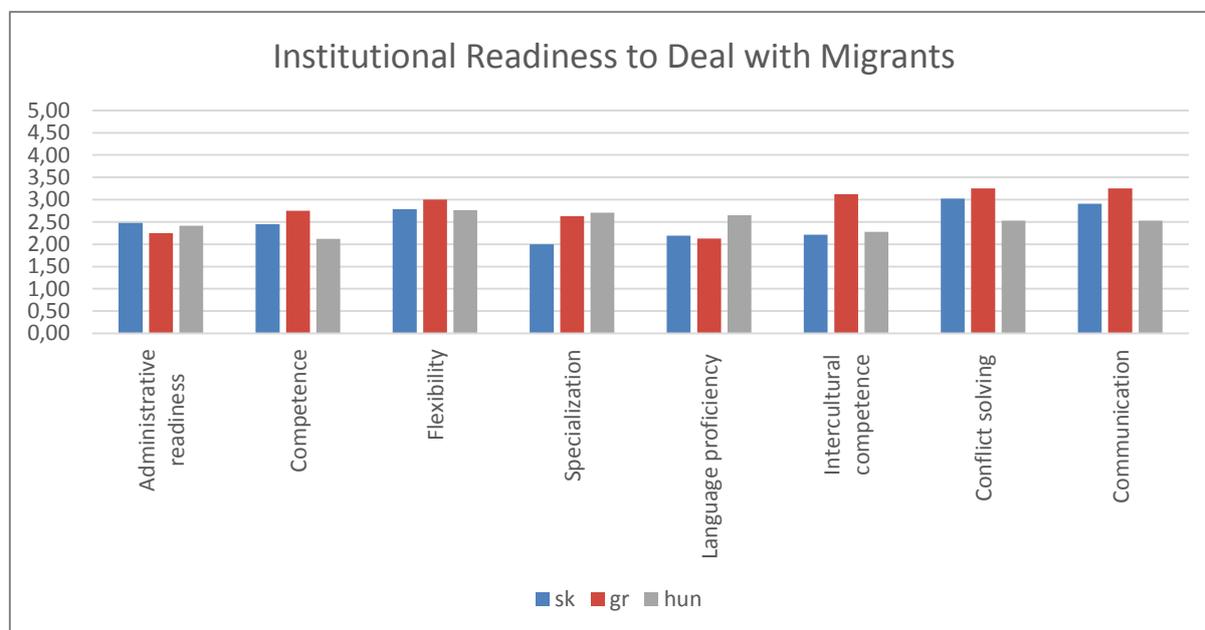

Source: Own proceeding, 2017

Individual and institutional indicators of public administration readiness in the area of migration and diversity

Whereas development of new local government action for the integration process of migrants is proposed, implementation of this necessarily involves information on initial situation in the institution's readiness to work with migrants and work in diverse environment. Individual indicators of institution's readiness are evaluated through the respective modes.

Individual indicators were set up as thematic areas which can have significant impact on readiness of public institutions to work with migrants and to work in diverse environment. Data were collected independently for migration and for diversity although they are linked together. The data were processed using the graphic in order to give a more accurate picture

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how local government representatives and employees assess readiness of their institution to work with migrants and to work in diverse environment.
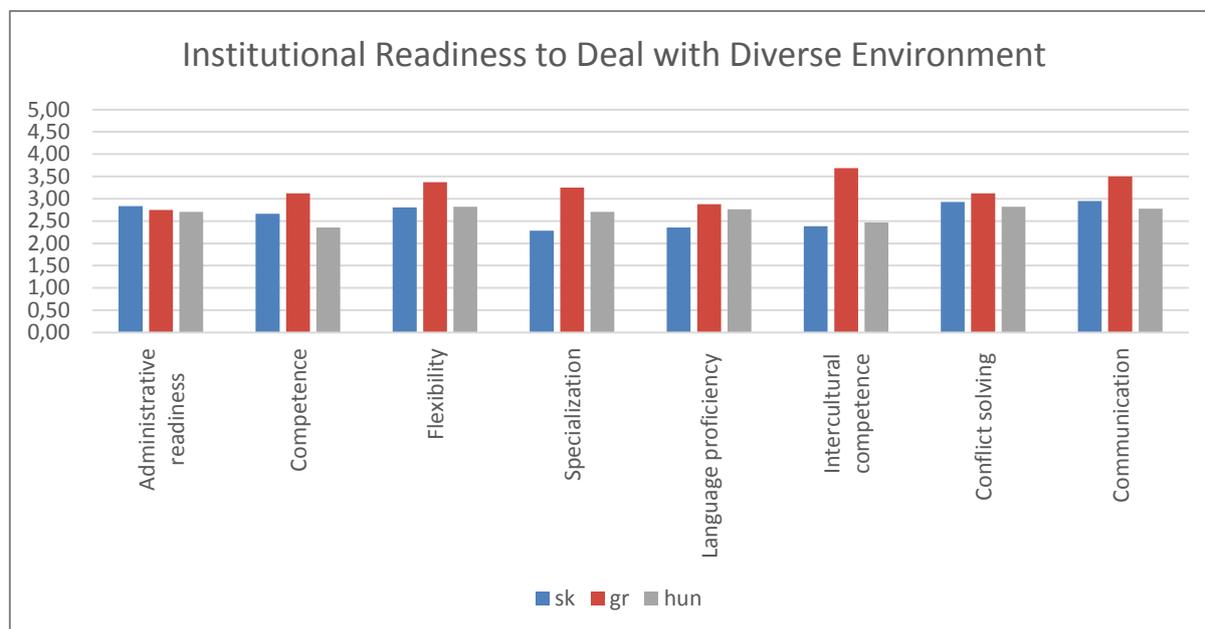
Figure 4 Institutional Readiness to Deal with Migrants

Source: Own proceeding, 2017

The institution's readiness to work with migrants is weakened by poor language proficiency in Slovakia and Greece, and low competence in Hungary. In all countries there were gaps in competences as well as in specialization and administration. In Greece and Slovakia they rated their conflict solving and communication skills the higher, while these 2 in case of Hungary was lower. Intercultural competence in Greece was rated quite high. Institution's readiness to work in diverse environment was ranked higher. Area of language proficiency, competences and specialization were ranked as medium. Greek participants rated their skills significantly higher than the other 2 countries (see Figure 4 and Figure 5).

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Figure 5 Institutional Readiness to Deal with Diverse Environment

Source: Own proceeding, 2017

Personal readiness of public administration officers

Readiness of local government units to work with migrants and to work in diverse environment is highly influenced by personal readiness. The average of the respondent's self-assessment was again used for the comparison. The findings highlighted weakness can be viewed is in Table 4.
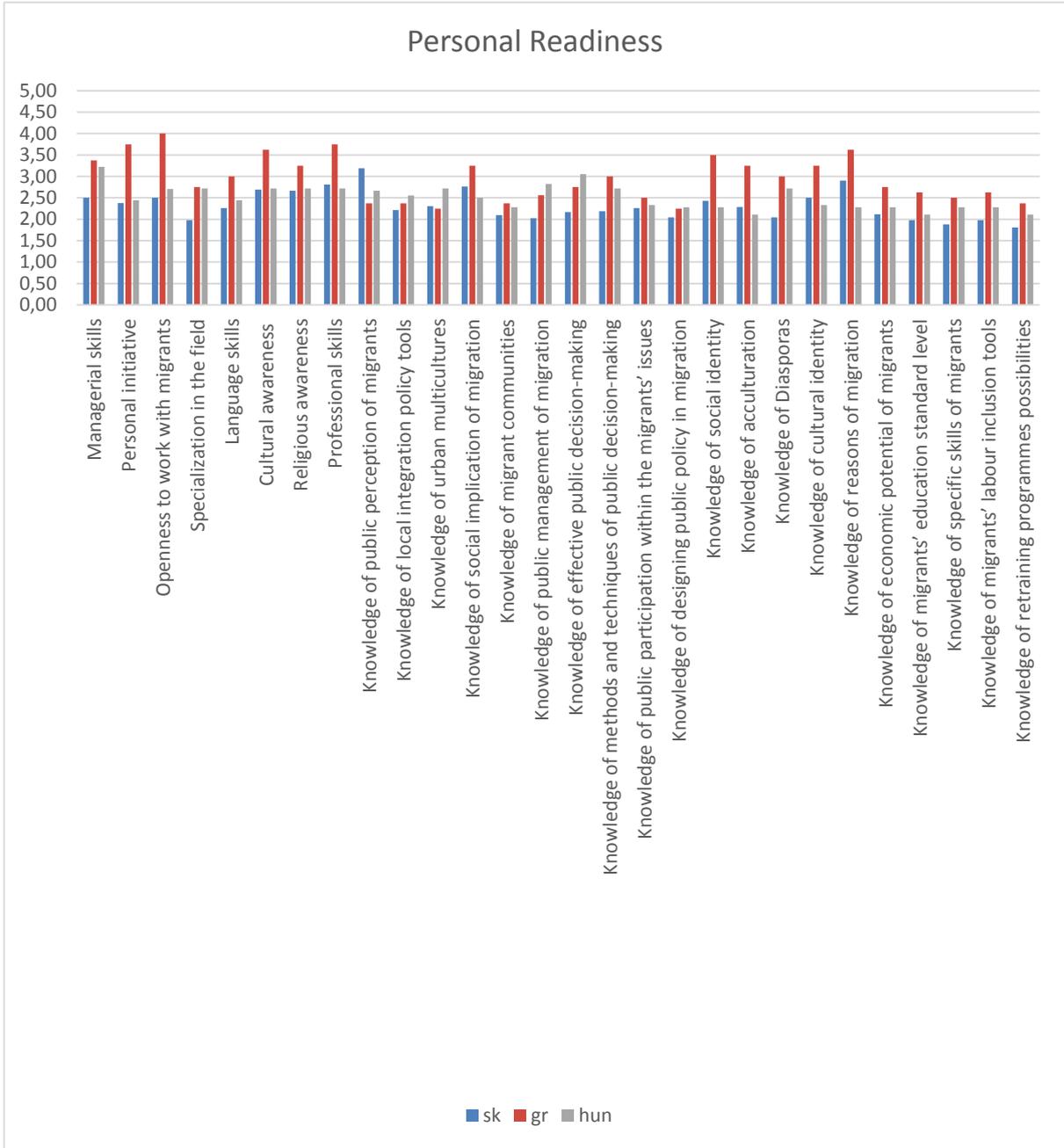
Table 4 Weakness of Personal Readiness of Public Administration Officers

Greece	Knowledge of urban multicultures	Knowledge of designing public policy in migration	Knowledge of migrant communities
Hungary	Knowledge of retraining programmes possibilities	Knowledge of migrants' education standard level	Knowledge of acculturation
Slovakia	Specialization on the field	Knowledge of specific skills of migrants	Knowledge of retraining programmes possibilities

Source: Own proceeding, 2017

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This clearly shows what needs to be improved. Training developed within the MAMIDI project should reflect identified shortcomings. There is an assumption that the improvement in personal readiness to work with migrants will lead to enhancement of local government institutions' readiness to work with migrants. Similar results have been achieved in personal readiness to work in diverse environment (see Figure 6).

Figure 6 Personal Readiness of Public Administration Officers

Source: Own proceeding, 2017

The respondents did not used opportunity to add any other necessary skills.

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Training content delivery and assessment of training types

Having regard to the MAMIDI project aims and intellectual outputs, last questions were focused on mode of training content delivery and on assessment of training types from the point of usefulness considering work with migrants and work in diverse environment. Forty-two and nine tenths percent of the respondents have marked work based learning and 29.2% blended learning and 27.8% marked e-learning as the most appropriate mode of delivery (see Figure 7).

Figure 7 Training Content Delivery

Source: Own proceeding, 2017

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Major Findings of the Interviews and Focus Groups

Through the interviews official opinions, attitudes and experiences of local government representatives/employees were collected. Results of the interviews should bring a brief conclusion how public administrators perceive migrant and diversity issue. Focus groups sessions were chosen as a research method to obtain information on perception and expectations of migrants who are already integrated. The Focus group sessions were focused on their experiences with the local governments. Based on the session, following conclusions in MAMIDI project countries have been formulated.

In **Greece**, four interviews, one from the metropolitan area of Athens, one from Thessaloniki and two from the island of Lesvos have been conducted. The general feeling regarding the integration process is that the process is good for the local community and that it will prevent migrants to take other ways (drugs, radicalisation, etc.). The interviewees told that migrants hope that the public administration staff will be helpful and understanding. They added that sometimes migrants/refugees ask a lot of things, which they as local government staff are not able to offer and this makes them feel uncomfortable and frustrated.

Interviewees all agree that they would like to know more about the migrants/refugees culture, habits and language. They note that once they get a better understanding about the migrants' culture, they can easily adapt themselves and communicate in a more effective way with them. In order to integrate migrants, the interviewees believe that local governments need to work on their gradual integration at all the levels, namely education, economy, work and society and to keep the main role in that process. Some of the interviewees complained about how local governments are delegating their tasks and roles to NGOs. In order to implement a multidimensional policy to integrate migrants, direct involvement and work of local and public governments is necessary.

Regarding respondents level of knowledge about the countries migrants and refugees come from, all interviewees answered that they may know a lot about these countries but their knowledge is generic. They wish though they have a deeper and more specific knowledge, about the countries and about the specific reasons migrants and refugees left them or fled from them.

In **Hungary** five interviews have been conducted. The respondents consider personal contact and openness the most effective methods to communicate in a correct way, more than the knowledge of the other language, something surprising. Regarding the expectations that the clients have towards the local government staff, the respondents told that they hope that the staff will be helpful and understanding. They add that sometimes migrants/refugees demand many things from them and that it can make them feel uncomfortable.

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Regarding their knowledge of the countries that migrants come from, they all said that they don't have enough knowledge about the countries. They should have deeper knowledge and more specific, about the countries and about the reasons they left.

The respondents pointed out that they have problems because migrants do not know Hungarian laws and rules, and sometimes they don't know how to fulfil administrative tasks. Many times it is a problem that they do not have the right documents for their cases.

Migrants haven't got enough knowledge about the local education system and culture in the host country and local government's workers don't have any information about these in the sending countries either, so it is hard to understand each other and build a common ground. They mentioned language problems too. They have problem with too stressful working environment, if a case is too long, the statistics will be bad, and it's no time to understand each other's needs.

In Slovakia, five interviews have been conducted (employees of the tax office, the local budgetary organisation of state administration, representatives of local self-governments). The participants are working in different subsystems of local public administration which may affect their perception.

The most interesting conclusion is that participants from the local government are not always aware that they are already active in the integration process. They do not want to be a part of integration process and they respond that the local public administration has already a lot of problems.

Participants remarked that internal management of institutions is important to obtain an efficient work environment. Unification of employee's opinions and attitudes is needed within the diversity management. The most effective way to communicate is through the clearly defined aims and management of workload. Participants consider some work tasks as stressful.

Participants assess the role of local governments in the integration process (migration issue and diversity issue) as new competences, local governments have no financial and human resources to manage these fields. They would like to leave the solution of the migration problem at higher levels of public administration (regional, national). Processing of migrant's agenda does not belong to their "standard administrative agenda".

During the **focus group** all participants agree that the local government should have more involvement in decision making. More involvement of the local governments depends on the aspects they would decide on. Generally the central government should be the one to decide about rules that guide integration. If it was left on the decision of local governments it would probably lead to significant differences between individual local governments in effectiveness of the process.

They did not have underlying problems however they consider problematic language barriers, inability to understand that migrants from other countries may be accustomed to

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different rules and administrative process, general lack of communication skills. The most effective way to communicate depends on the context, in case of communicating with government agencies its face to face communication, because it provides opportunity to iron out possible misunderstandings on the spot.

Participants consider the local government's employees helpful. Despite that it cannot be generalized, some were very helpful, some were downright problematic to deal with, it depends on the individual. Participants reported that local government employees are able and willing to understand migrant's problems. Participants further specified that local governments lack language skills, general communication skills, ability and willingness to understand different cultures.

In Turkey three interviews have been conducted. About the role of local governments in managing migration and diversity, the participants pointed out that important tasks have been assigned to local governments in this regard. The participants agreed that "at present, the subject institutions do not provide services in this framework."

Two participants think that local governments should be part of the integration process because "the main responsibility of the matter is the local governments, so they can better evaluate and solve the problem than the central government." The other participant states that "more local officials need to take charge, but priority must be given to their own citizens."

While only one of the respondents pointed out that s/he did not experience much stress during her/his work, the other two participants thought the opposite. They expressed that "access to finance ... and the effects of political life on the business world" and "the nature of the (logistics) sector" was causing stress. The two participants prefer a human-focused and solution-oriented relationship with their clients and to establish a face-to-face contact with customers. According to two respondents, they cannot help integration of migrants because of language problem. The third respondent mentioned the lack of vocational knowledge as a deficiency in helping migrants' integration.

Regarding handling with migrant clients, they stated that they did not show different treatment from other customers and they "always tries to do their best."

The **focus group interview** was conducted with Syrian immigrants in the Örnek District where the Syrians live in Ankara. The meeting was held with a group of nine people and a lawyer participated in the interview as the interpreter. The respondents pointed out that they migrated compulsorily and as a human and family they had some needs and demands and they expected local governments to be more sensitive in meeting these needs in the integration process. The participants thought that local governments should definitely participate more in the decision-making process because the local units are better informed of the problems. Also, they told that "the better the problems are known, the easier the solution will be."

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The biggest problem experienced by immigrants is the language problem. For that reason, some local government officers are prejudiced because they are Syrian. They have encountered difficulties arising from the inappropriate management of diversity. They think that if a good manager is at the head of these officials, their problems will not end, but will diminish.

They consider knowing the language of the host country is the most effective way to communicate with others. They expressed that they had experienced much stress especially in the first days they came to Turkey, but as learning Turkish their problems lessened.

The respondents think that the role of local governments is very important in the management of migration and diversity. They also said that "There may be a lot of work to be done. For example, local governments can allow us to show our culture in Turkey, so we know each other mutually and we can be closer. "

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Summary

During the research respondents have ranked usefulness of given types of training with specific content as medium, rather high and high. No type was ranked as very low or low. It points out justification of specific contents (e.g. intercultural competence, public decisions-making, migration in general, etc.). Interconnection of these results and the results from the part focused on institutional and personal readiness to work with migrants and in diverse environment generated important fields/topics which will be developed and incorporated to the proposed MAMIDI project training course and its modules.

The **weak points** observed in all countries include:

- Professional training about legislation;
- Language proficiency training;
- Intercultural competence training;
- Training in the field of public decision making.

The following **conclusions** were drawn:

- The low awareness of migration and diversity issue exists (just less than 70% have marked right answers both in migration and less than 60% in diversity issue).
- Negative perception of migrants is observable.
- The local governments play important role that in the integration process of migrants. It was ranked as rather high (in 33.2% as high).
- The institution's readiness to work with migrants (excluding "conflict solving" and "communication" that were ranked as rather high) is very low, low and medium. The mostly low and medium institution's readiness to work in diverse environment (excluding "conflict solving" and "communication" that were ranked as rather high) was observed.
- The low willingness to participate in migration related training exits.
- The personal readiness to work with migrants is exclusive very low, low and medium. The specialization in migration, knowledge of urban multicultures, knowledge of retraining programmes possibilities, Knowledge of specific skills of migrants, Knowledge of designing public policy in migration, Knowledge of migrant communities, Knowledge of acculturation, Knowledge of migrants' education standard level issue was ranked as very low too.
- The personal readiness to work in diversity environment was exclusive low and medium.
- The usefulness of proposed trainings was ranked as medium, rather high and high. There are the preferences of work based learning (WBL), blended learning (b-learning) and e-learning.

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Recommendations

It would be necessary to raise awareness, to change of mind in perception of migrants, which could lead to increasing institutional and personal readiness to work with migrants and increasing institutional and personal readiness to work in diverse environment. It is important to develop an appropriate training with required mode of delivery, because the support for participation of local government representatives in training related to migration and diversity issue is essential. The MAMIDI project enhances their opportunity to participate in lifelong learning in the above mentioned topics.

The analysis of the data which were gained through the interviews, questionnaires and focus group interview the better understanding of the needs of the local government staff was achieved. The principal idea is the lack of knowledge about migrants' culture. The staffs have stated that they have excellent skills and knowledge about their tasks and work but they do not have the practical knowledge about how to treat with migrants and how to deal with diversity. Two factors are important in this reflection: first, the language is essential; most of the participants on this research have admitted that they would like to have language courses and course on effective communication with the others. Knowing the language could facilitate and simplify the relationship between local government staff and migrants and this will make them feel more comfortable; second, local government staff needs information about the other culture. They need to understand and know how the others behave, communicate, deal with public institutions, etc. in order to better develop their work. It is important to make them feel understood and try to adapt the treatment to their necessities, just in order to make easier all the procedures.

The MAMIDI project wider objective is to enhance the capacity of the local governments for the higher quality services to public offering in the area of migration and diversity management in 4 countries. The analyses has confirmed the correctness of expectations, e.g. negative perception of migrants, low awareness of the topics, disinterest to deal with migrants and diversity issues, strong individuality in administrative procedures and relations. The MAMIDI project creates intellectual outputs they are supposed to change approach of the local government's representatives to the topic of migration and diversity. Followed actions will be supported:

- higher awareness of problems connected to migration and diversity;
- changes in public perception;
- higher level of migrant's acceptance and diverse work forces;
- creation of new opportunity for knowledge and skills acquiring;
- development of specific training materials focusing on the most common topics for public management of migration and diversity at local level;
- support of trainers in the area of migration and diversity.

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ANNEX I: Questionnaire Survey

Explanatory notes: 1 - very low, 2 - low, 3 - medium, 4 - rather high, 5 - high

Work position:		Sex:	
Managerial position	☐	Female	☐
Non-managerial position	☐	Male	☐

The highest level of education:		Specialization:	
Primary education	☐	Law	☐
Secondary education	☐	Economy / economics / management	☐
University degree	☐	Political science / public administration	☐
Additional trainings and courses	☐	Other social science and humanities	☐
		Natural science / technical science	☐
		Other	☐

Age:

19 – 35 ☐	36 – 45 ☐	46 – 55 ☐	56 and more ☐

Size of municipality where you work (number of inhabitants):

to 5000 ☐	5001– 50 000 ☐	50 001 – 500 000 ☐	more than 500 000 ☐

How long have you been working in local government?

less than 1 year ☐	1 – 5 years ☐	6 – 10 years ☐	more than 10 years ☐

Did you have any training in the last 1 year?

0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 or more ☐

If yes, please specify:

Do you agree with the following statements related to migration?

YES	NO	
☐	☐	Migration is a phenomenon where a migrant is defined as any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of ■ the person's legal status; ■ whether the movement is voluntary or involuntary; ■ what the causes for the movement are; or (4) what the length of the stay is.
☐	☐	Migration is exclusively on refugees - someone who has been forced to flee his or her country because of persecution, war, or violence.
☐	☐	Migration is a phenomenon that has purely negative need undesirable impacts on the host countries. Migrant is a person who does not have guaranteed any rights outside of its home country.

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Do you agree with the following statements related to diversity?

YES	NO	
☐	☐	Diversity is one of the sources of innovation and the EU places an emphasis on diversity management.
☐	☐	Diversity may be caused by migration and its impacts in the host countries.
☐	☐	Diversity is enshrined in the European Charter of Fundamental Rights – "Cultural, religious and linguistic diversity: The Union shall respect cultural, religious and linguistic diversity".

Express your opinion on migration issue if the term migration is interpreted as *a phenomenon where a migrant is defined as any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of ■ the person's legal status; ■ whether the movement is voluntary or involuntary; ■ what the causes for the movement are; or (4) what the length of the stay is.*

	1	2	3	4	5
Topicality of migration issue.	☐	☐	☐	☐	☐
Migration is effectively controlled at EU level.	☐	☐	☐	☐	☐
Migration is effectively controlled at national level.	☐	☐	☐	☐	☐
Migration has a local impact.	☐	☐	☐	☐	☐
Migration requires high managerial skills.	☐	☐	☐	☐	☐
Migration brings local economic benefits.	☐	☐	☐	☐	☐
Migration brings local cultural benefits.	☐	☐	☐	☐	☐
Migration impacts are desirable.	☐	☐	☐	☐	☐

Express your opinion on diversity issue if the term diversity is interpreted as *a phenomenon that may be caused by migration and its impacts in the host countries and diversity is one of the sources of innovation.*

	1	2	3	4	5
Topicality of diversity issue.	☐	☐	☐	☐	☐
Diversity is effectively supported at EU level.	☐	☐	☐	☐	☐
Diversity is effectively supported at national level.	☐	☐	☐	☐	☐
Diversity has a local impact.	☐	☐	☐	☐	☐
Diversity requires high managerial skills.	☐	☐	☐	☐	☐
Diversity brings local economic benefits.	☐	☐	☐	☐	☐
Diversity brings local cultural benefits.	☐	☐	☐	☐	☐
Diversity impacts are desirable.	☐	☐	☐	☐	☐

Please rate importance of local government that is focused on the integration process of migrants.

1	2	3	4	5
☐	☐	☐	☐	☐

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Please rate effectiveness of the following actions of the local governments for the integration process of migrants:

	1	2	3	4	5
Creating or offering new jobs for migrants locally	☐	☐	☐	☐	☐
Start fundraising event for charity	☐	☐	☐	☐	☐
Donating money	☐	☐	☐	☐	☐
Donating food, clothes, medicine, etc.	☐	☐	☐	☐	☐
Giving temporary home to migrants	☐	☐	☐	☐	☐
Allowing employees to volunteer to help migrants	☐	☐	☐	☐	☐
Allowing employees to be directly involved in the migrants' integration	☐	☐	☐	☐	☐
Organizing courses for migrants about the local culture	☐	☐	☐	☐	☐
Organizing language courses for migrants	☐	☐	☐	☐	☐

Other: ……………………………………………………………………………………………………

Please rate your institution's readiness to work with migrants:

	1	2	3	4	5
Administrative readiness	☐	☐	☐	☐	☐
Competence	☐	☐	☐	☐	☐
Flexibility	☐	☐	☐	☐	☐
Specialization	☐	☐	☐	☐	☐
Language proficiency	☐	☐	☐	☐	☐
Intercultural competence	☐	☐	☐	☐	☐
Conflict solving	☐	☐	☐	☐	☐
Communication	☐	☐	☐	☐	☐

Please rate your institution's readiness to work in diversity environment:

	1	2	3	4	5
Administrative readiness	☐	☐	☐	☐	☐
Competence	☐	☐	☐	☐	☐
Flexibility	☐	☐	☐	☐	☐
Specialization	☐	☐	☐	☐	☐
Language proficiency	☐	☐	☐	☐	☐
Intercultural competence	☐	☐	☐	☐	☐

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	1	2	3	4	5
Conflict solving	☐	☐	☐	☐	☐
Communication	☐	☐	☐	☐	☐

Please rate your personal readiness to work with migrants:

	1	2	3	4	5
Managerial skills	☐	☐	☐	☐	☐
Personal initiative	☐	☐	☐	☐	☐
Openness to work with migrants	☐	☐	☐	☐	☐
Specialization in the field	☐	☐	☐	☐	☐
Language skills	☐	☐	☐	☐	☐
Cultural awareness	☐	☐	☐	☐	☐
Religious awareness	☐	☐	☐	☐	☐
Professional skills	☐	☐	☐	☐	☐
Knowledge of public perception of migrants	☐	☐	☐	☐	☐
Knowledge of local integration policy tools	☐	☐	☐	☐	☐
Knowledge of urban multicultures	☐	☐	☐	☐	☐
Knowledge of social implication of migration	☐	☐	☐	☐	☐
Knowledge of migrant communities	☐	☐	☐	☐	☐
Knowledge of public management of migration	☐	☐	☐	☐	☐
Knowledge of effective public decision-making	☐	☐	☐	☐	☐
Knowledge of methods and techniques of public decision-making	☐	☐	☐	☐	☐
Knowledge of public participation within the migrants' issues	☐	☐	☐	☐	☐
Knowledge of designing public policy in migration	☐	☐	☐	☐	☐
Knowledge of social identity	☐	☐	☐	☐	☐
Knowledge of acculturation	☐	☐	☐	☐	☐
Knowledge of Diasporas	☐	☐	☐	☐	☐
Knowledge of cultural identity	☐	☐	☐	☐	☐
Knowledge of reasons of migration	☐	☐	☐	☐	☐
Knowledge of economic potential of migrants	☐	☐	☐	☐	☐
Knowledge of migrants' education standard level	☐	☐	☐	☐	☐
Knowledge of specific skills of migrants	☐	☐	☐	☐	☐
Knowledge of migrants' labour inclusion tools	☐	☐	☐	☐	☐
Knowledge of retraining programmes possibilities	☐	☐	☐	☐	☐

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What other necessary skills you need to work effectively with migrants?

Please rate your personal readiness to work in diversity environment:

	1	2	3	4	5
Managerial skills	☐	☐	☐	☐	☐
Personal initiative	☐	☐	☐	☐	☐
Openness to work in diverse environment	☐	☐	☐	☐	☐
Specialization in the field	☐	☐	☐	☐	☐

What other necessary skills you need to work effectively in diverse environment?

What is your choice?

Would you prefer to attend trainings focused to enhance your skills to work with migrants?	☐ YES ☐ NO
Would you prefer to attend trainings focused to enhance your skills to work in diverse environment?	☐ YES ☐ NO
Which mode of delivery would you prefer?	☐ Blended learning ☐ Work based learning ☐ Classical classroom ☐ Fully online

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Please rate these types of trainings from the point of usefulness considering work with migrants and work in diverse environment.

	1	2	3	4	5
Language proficiency training	☐	☐	☐	☐	☐
Professional training about legislation	☐	☐	☐	☐	☐
Intercultural competence training	☐	☐	☐	☐	☐
Training about migration and migrants	☐	☐	☐	☐	☐
Conflict solving training	☐	☐	☐	☐	☐
Communication training	☐	☐	☐	☐	☐
Leadership training	☐	☐	☐	☐	☐
Training in the field of public decision making	☐	☐	☐	☐	☐
Training in the field of diversity management	☐	☐	☐	☐	☐

What are the 5 words which come to your mind instantly when we are taking about migrants?

……………………………………………

……………………………………………

……………………………………………

……………………………………………

……………………………………………

Would you like to take part in in-depth interview on migration and diversity? If yes, please provide contact email or telephone number:

Email:

Telephone number

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ANNEX II: The Semi Structured Interviews

Dimensions	Categories	Indicators / questions	Comments
Introduction to the interview	At this stage, the interviewer should introduce him/herself as well as the project. Present the aims / objectives / outputs of the project Thank the interviewee for having accepted to answer some questions Tell the interviewee that all answers will remain confidential Ask permission to tape the interview		
Social skills	Motivational patterns	Expectations / needs Do they want to be part of the integration process? Why?	
	Decision-making factors		
	Problematic areas at work	What attributes in the workplace allow you to do your best work? do you face any difficulties at your workplace which make you hard to manage diversity?	
	Communication with the others	What do you consider the most effective ways to communicate with others?	
	Patience	Do you experience many stresses during your work?	
	Helpfulness	What are the expectations towards you from the clients?	
	Empathy	How do you prefer to engage with your clients?	
Professional skills		What professional information do they lack to help migrants in integration?	
		How do you think about the role of local governments in managing migration and diversity?	
	Good and bad practices on the field of migration and diversity management	How do you handle clients with migrant background?	
	Work environment	How would you prefer to work? Do you consider your workplace open and accepting diversity?	
Cultural Skills	Intercultural competence	How do you describe yourself and your culture? What is the role of culture in your work?	
	Knowledge about their education system	Do you have enough information about the level of education of the sending countries?	

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Dimensions	Categories	Indicators / questions	Comments
	Knowledge about diversity	Do you have enough information about diversity?	
	Geographical knowledge about sending countries	Do you have enough information about the countries migrants come from?	
	Respecting other cultures	Do you have enough information about migrants' culture?	
	Knowledge about religion	Do you have enough information about religious diversity?	
End the interview by thanking the collaboration and asking if the interviewee have questions. Inform that the interview will be transcribed and sent to the interviewee for validation.			

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ANNEX III: The Focus Group

Dimensions	Categories	Indicators / questions	Comments
Introduction to the interview	At this stage, the interviewer should introduce him/herself as well as the project. Present the aims / objectives / outputs of the project Thank the interviewee for having accepted to answer some questions Tell the interviewee that all answers will remain confidential Ask permission to tape the interview		
Social skills	Motivational patterns	What do they expect from local governments in the integration process? Why?	
	Decision-making factors	Do you think that LGs should have more involvement in decision making?	
	Problematic areas at work	What did you consider problematic when you met a LG officer? Did you face any difficulties coming from the not appropriate management with diversity?	
	Communication with the others	What do you consider the most effective ways to communicate with others?	
	Patience	Do you experience many stresses during your time in your new country?	
	Helpfulness	Did you consider LG employees helpful?	
	Empathy	Did you feel that LG employees are able and willing to understand your problems?	
Professional skills		What professional information do you think LG employees lack to help migrants in integration?	
		How do you think about the role of local governments in managing migration and diversity?	
	Good and bad practices on the field of migration and diversity management	Could you tell me a positive and a negative story about your experiences in local governments?	
Cultural Skills	Intercultural competence	How do you describe yourself and your culture? Do you consider yourself open to the culture of your host country?	

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	Knowledge about education system	Do you have enough information about the level of education of the host countries?	
	Knowledge about diversity	Do you have enough information about diversity?	
	Geographical knowledge about host countries	Do you have enough information about the host country?	
	Respecting other cultures	Do you have enough information about the host country's culture?	
	Knowledge about religion	Do you have enough information about religious diversity?	
End the interview by thanking the collaboration and asking if the interviewee have questions. Inform that the interview will be transcribed and sent to the interviewee for validation.			