

Integration of Rwandan Crafts Students in Germany: A Case Study

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ABSTRACT

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Attracting African youths to study vocational professions is an important tool to tackle skills shortage in Europe. In return, African countries benefit from diaspora remittances and skills transfer of remigrating workforce. But this approach can fail due to integration challenges.

The author used case study as inquiry strategy to examine such challenges. First, the author conducted a literature review, focusing on the theoretical framework of integration in the context of education migration, but also on previous research on integration of African vocational education migrants in Germany. Secondly, the author narrowed the case down to Rwandans, who migrated for apprenticeship in the crafts sector to Germany. He conducted semi-structured interviews with five migrants, to examine their integration experiences, focusing on integration challenges and mitigation strategies.

Research participants emphasised the importance of a specific preparation, pre-migration and on arrival in Germany, focusing most importantly on German language and customs, particularly in a local context, e. g. by learning dialects.

The findings may provide guidance to relevant stakeholders to anticipate and mitigate integration challenges of African vocational education migrants. This might contribute to securing skilled workforce in Europe.

Introduction

The transition of Germany to a climate-neutral economy requires new competencies and more manpower in the sectors construction, energy, manufacturing and transport. The role of regular labour migrants from non-European countries, particularly African youths who migrate to Germany to do an apprenticeship, may become a key success factor in this transition, due to the lack of own youths interested in vocational professions in Germany and due to the strong motivation of unemployed youths from Africa.

The African home countries will in return benefit from diaspora remittances and brain gain – since the youths leave unqualified and some of them might remigrate fully qualified or do skills transfer remotely. But this approach can only lead to sustainable outcomes, if the migrated African youths successfully integrate in the society and decide to stay in Germany long-term.

The author uses case study as strategy of inquiry for this paper. He first reviews the existing literature. This review includes theories in the context of integrating education migrants as well

as previous research on integration challenges of migrated African apprentices in Germany and proven mitigation strategies for these challenges. The aim is to identify existing strategies to avoid failure to integrate migrated apprentices and, consequently, to avoid their remigration to the home countries, risking the efforts made.

After this review, secondly, the author narrows the case down to Rwandans, who migrated for apprenticeship in the crafts sector to Germany. He conducts semi-structured interviews with five Rwandans, focusing on their integration experiences in Germany – again focusing on integration challenges and strategies to overcome these. He uses thematic analysis to identify codes, categories and themes in the transcripts.

The author focuses on two research questions:

RQ1: What integration challenges do Rwandan crafts apprentices have in Germany?

RQ2: What mitigation strategies do Rwandan crafts apprentices apply and what mitigation strategies might help in future, overcoming these integration challenges?

This paper is structured as follows. In the next section, the author defines general terms for a common understanding. Then, he discusses the research methodology applied. This includes the case selection and the selection of participants, as well as the methodology of data collection, recording and analysis. The author explains his research approach, which is a triangulation between literature review and qualitative survey. He shares information on the quality measures applied and ethical considerations.

In the results section, the author gives an overview of the coding, the key themes identified and the demographic information of the case. He explains the case in detail, focusing on the themes, enhancing them with quotes from the research participants and with quantitative data.

In the discussion section, the author interprets the findings in the context of the case. In addition, he relates them to the reviewed literature (theoretical framework and previous research).

Finally, in the conclusion section, the author concludes with a summary of the key findings. He also discusses the limitations, gives direction for potential areas of future research and guides on how stakeholders might use the findings.

Definitions

Brain Gain:

“From the perspective of a country of origin, the positive spill-over effects of the emigration of highly skilled workers such as brain circulation, or the motivational effects of migration that spur aspiring migrants to acquire further skills. Brain gain also occurs when migrants return back to their country or communities of origin and bring back with them new skills and knowledge acquired in migration.” (International Organization of Migration, 2019, p. 23)

Crafts:

The author applies the definition of German Chambers of Skilled Crafts, which consider a crafts trade as any trade operated in a craft-like manner (Handwerkskammer Niederbayern-Oberpfalz, 2024). He combines this definition with the classification scheme of the International Labour Organization, which defines 73 crafts occupations with 4-digit codes in its “Standard Classification of Occupations”, all starting with the number 7 (International Labour Organization, 2024).

Integration:

“The two-way process of mutual adaptation between migrants and the societies in which they live, whereby migrants are incorporated into the social, economic, cultural and political life of the receiving community. It entails a set of joint responsibilities for migrants and communities, and incorporates other related notions such as social inclusion and social cohesion.” (International Organization of Migration, 2019, p. 116)

Irregular Migration:

“Movement of persons that takes place outside the laws, regulations, or international agreements governing the entry into or exit from the State of origin, transit or destination.” (International Organization of Migration, 2019, p. 116)

Migrant:

“An umbrella term, not defined under international law, reflecting the common lay understanding of a person who moves away from his or her place of usual residence, whether within a country or across an international

border, temporarily or permanently, and for a variety of reasons. The term includes a number of well-defined legal categories of people, such as migrant workers; persons whose particular types of movements are legally defined, such as smuggled migrants; as well as those whose status or means of movement are not specifically defined under international law, such as international students.” (International Organization of Migration, 2019, p. 132)

Regular Migration:

“Migration that occurs in compliance with the laws of the country of origin, transit and destination.” (International Organization of Migration, 2019, p. 175)

Technical and Vocational Training and Education:

“Technical and vocational education and training is understood as comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods.” (International Centre for Technical and Vocational Education and Training, 2024)

Literature Review

The author conducted this literature review in three steps. He first identified the relevant theories as foundation for this study. Then, he reviewed previous research regarding the research questions. Finally, he identified research gaps.

Theoretical Framework

In the following, the author discusses the relevant theories and models, which shall guide this study.

Theories of Migration

This section summarizes theoretical approaches to migration, as a foundation to analyse the integration of migrants:

- *Neoclassical Economic Theories:* Neoclassical Economic Theories frame migration as a rational, profit-maximizing decision based on economic disparities. While it suggests that migration naturally leads to equilibrium, it neglects social ties, historical influences and policies that impact integration processes (Triandafyllidou, 2023, p. 3 f.).

- *World Systems Theory:* World Systems Theory views migration as reaction to global capitalist inequalities, where poorer nations supply labour to wealthier ones. This perspective highlights structural barriers to integration, as migrants often remain in disadvantaged positions due to systemic economic and political forces (Triandafyllidou, 2023, p. 4 f.).
- *Migration Systems and Networks Theory:* Migration Systems and Networks Theory emphasizes the interplay of structural conditions and individual agency in migration. Unlike earlier models, it considers historical ties, economic dependencies and social networks in shaping integration. This perspective acknowledges how existing migrant communities facilitate new migrants' social and economic inclusion (Triandafyllidou, 2023, p. 5).
- *Assimilation and Multiculturalism Theories:* Early theories emphasized assimilation, expecting migrants to adopt host cultures while native populations remained unchanged. Multiculturalism emerged as an alternative, recognizing cultural diversity and differentiated integration paths. Segmented assimilation further refined this view, showing that different groups integrate into distinct social and economic sectors (Triandafyllidou, 2023, p. 5 f.).
- *Theory of Mobilities, Flows and Globalization:* Modern migration theories move beyond linear models to highlight temporary, circular and transnational movements. The mobilities approach challenges nationalistic biases, emphasizing migration as a fluid and dynamic process. Feminist and decolonial perspectives further critique structural inequalities affecting integration (Triandafyllidou, 2023, p. 7).

Human Capital and Social Capital Theories

Here, the author introduces the human capital theory and the social capital theory, which are also models to be used in the context of integration of migrants:

- *Human Capital Theory:* The contemporary understanding of human capital views workers as assets, owning skills and knowledge with economic value. Human

capital is conceptualized as the knowledge, information, ideas, skills and health of individuals, forming a basic factor of production. Human capital is also seen as an investment in education and training, with the expectation of economic and social returns. It includes attributes such as knowledge, skills, education and experience. Human capital is measured in various ways, including education level, quality, prestige, work experience and social capital (Russ, 2014, p. 113 ff.).

In the context of migrant integration, education is viewed as an investment that improves migrants' skills and economic opportunities.

- *Social Capital Theory:*

Social capital is seen as the goodwill available to individuals or groups, originating from the structure and content of social relations and providing access to information, influence and solidarity. It has dimensions like structural, cognitive and relational. It involves concepts like bonding and bridging and is influenced by factors such as network closure and norms that encourage cooperation. The creation of social capital begins with individuals investing in social relationships to reap benefits. There are various approaches to measure it, e. g. assessing trust, attitudes, values and group participation (Russ, 2014, p. 113 ff.).

In summary, networks and social relationships facilitate or hinder educational migrants' integration.

Educational and Sociological Frameworks

This section summarizes other educational and sociological models:

- *Ecological Systems Theory:*

Bronfenbrenner's Ecological Systems Theory views human development as shaped by interactions within a layered set of environmental systems. Each level plays a role in shaping an individual's experiences, emphasizing that development occurs through the dynamic relationships between the person and its environment. When applied to education migrants, this theory illustrates how successful integration depends not just on their academic performance, but also on support within and between systems as a holistic process. For instance, their adaptation is influenced by school environments, peer

relationships and, how well these interact with family life and cultural expectations. Broader factors such as immigration policies, language access and societal attitudes toward migrants further shape their educational experience (Bronfenbrenner, 1979).

In summary, it emphasizes how individual, institutional and policy factors shape educational migrants' experiences.

- *Student Integration Model:*

Tinto's Student Integration Model emphasizes that student success and retention in higher education are closely tied to their academic and social integration within the institution. According to the model, students are more likely to persist when they feel a sense of belonging both, academically and socially. Institutional support and alignment between students' goals, values and those of the institution are important. When considering education migrants, Tinto's model sheds light on the unique integration challenges they face, e. g. cultural differences, language barriers and unfamiliar academic expectations that can hinder both academic and social integration. Tinto's framework suggests that for education migrants to succeed, institutions must create inclusive environments that actively support their academic engagement and foster meaningful social connections, helping bridge cultural and systemic gaps that may otherwise lead to isolation or dropout (Tinto, 1993).

In summary, it highlights academic and social integration as key factors in student retention and success.

Previous Research

The author conducted a rapid literature review of scientific articles, books, policy and scientific reports, using online research databases, to obtain relevant data on the integration of African TVET migrants in Germany. Of twenty identified sources, ten were assessed of appropriate quality to contribute to the findings. These included quantitative and mixed-methods research. The other ten sources were excluded, due to non-appropriate quality assessment, e. g. because of poor scientific rigor.

Because of time constraints, certain biases were tolerated. First, the only person involved in the literature selection and data extraction was the

author. This might have affected transparency and reproducibility and might have increased risk of errors. Second, the author just focused on sources published since 2018 in English or German. This might have excluded significant information.

The following results show that the research questions were not yet researched in detail. The author groups the findings by integration challenges and mitigation strategies.

Integration Challenges

The low level of skills and education – being technical, but more important language – was identified in the literature review as a key factor for integration failure of African TVET migrants in Germany (Adedeji & Bullinger, 2019, p. 140 f.; Backhaus, 2020, p. 3 ff.; Becker, 2024, p. 25 ff.). Thus, migrants would have challenges to cope with the speed of education (Studthoff et al., 2024, p. 63 f.).

The German (work) culture is perceived as non-welcoming and some migrants experienced insult or physical harm (Froehlich & Schulte, 2019, p. 11 f.; Idemudia & Boehnke, 2020, p. 198).

Other major integration issues are caused by the administration processes in regards to visa, family reunification and recognition of prior qualification: Some offices are difficult to access, e. g. due to short opening times; the attitude is perceived as non-welcoming, not offering services in English; there are some unclear or overlapping mandates, so that migrants have to deal with several offices instead of one (Becker et al., 2023, pp. 1 ff., 20, 86, 116; European Commission, 2022, p. 5 f.; 2024, p. 4; Studthoff et al., 2024, p. 63 f.).

General errands related to integration (e. g. bank account opening, apartment search or registering with health insurance) cause integration difficulties (Studthoff et al., 2024, p. 63 f.).

Limited income and career opportunities, poor medical treatment and living conditions, limited social relations, concerns in regards to safety and finances seem to cause Africans to remigrate to their home countries after finishing apprenticeship (Adedeji & Bullinger, 2019, p. 134 ff.; Backhaus, 2020, p. 3 ff.).

Another integration challenge was identified in the difficult German climate, compared to tropical

and subtropical African climate (Idemudia & Boehnke, 2020, p. 200).

Mitigation Strategies

According to the literature review, the low level of skills can be overcome by contextualizing and building a partnership, in which the quality of education in Africa is improved before migration to Germany (Backhaus, 2020, p. 3 ff.; Becker, 2024, p. 25 ff.; Clemens et al., 2019, p. 1 ff.). This should include qualified language courses, conversational and technical, in the home countries before migration and in the host countries after migration (Becker, 2024, p. 25 ff.; Becker et al., 2023, pp. 1 ff., 20, 86, 116, 120 f.; Clemens et al., 2019, p. 16 ff.; Studthoff et al., 2024, p. 63 f.).

Short preparational trainings in the home countries, prior to departure, on the (work) culture and expectation management, would facilitate integration (Clemens et al., 2019, p. 16 ff.; Studthoff et al., 2024, p. 63 f.).

Administration processes should be improved, by making them leaner, faster, more welcoming, particularly looking at accelerated processes for visa, recognition of prior qualifications and family reunification (Becker, 2024, p. 25 ff.; Becker et al., 2023, pp. 1 ff., 20, 86, 116, 120 f.; European Commission, 2022, p. 6 ff.; 2024, p. 21 f.). Also, the efficient use of the existing network of integration support offers (e. g. voluntary training support or successfully integrated migrants sharing experiences) could support in the communication with authorities (Clemens et al., 2019, p. 16 ff.; Studthoff et al., 2024, p. 63 f.).

Prejudices against migrants could be resolved by face-to-face interaction between members of the host community and members of the migrant community (Froehlich & Schulte, 2019, p. 12 ff.).

Integration could be facilitated by individual onboarding and individual integration services, provided in a joint cooperation of the (training) companies, training institutions and the local governments: This would be beneficial to establish a caring mentality towards the migrant, e. g. in covering certain expenses for visa procedures or to support in general errands and administration processes (Becker, 2024, p. 25 ff.; Becker et al., 2023, pp. 1 ff., 20, 86, 116, 120 f.; Studthoff et al., 2024, p. 63 f.).

Joint activities with the host communities, e. g. religious gatherings, or support within the groups of migrants, e. g. joint dinners, can help in social integration of African TVET migrants (Idemudia & Boehnke, 2020, p. 199 ff.).

Literature Gaps

In the context of this study, the author identified three gaps in literature. He also gives recommendations for future research, which may help with integrating African TVET migrants in Germany.

First literature gap is scarcity of research on integration of regular African migrants in Germany. The author recommends conducting empirical research in this area. Most previous research focused on irregular migration, but not on skills or education migration. The integration challenges of regular African migrants and their experiences, how to overcome these, can help to build strategies to ease their integration.

Second literature gap is the lack of integrated research on the integration of education migrants from African countries, who particularly came for TVET programmes to Germany. The author recommends empirical research, focusing on the outcomes of integration, in order to judge, if this integration path can be sustainable for resolving Germany's challenge of skills shortage. There is need to survey how African youths could cope with demands and integrate in the German labour market, which necessities African apprentices and workforce have and how German training companies could create such an environment. Such research should also include soft factors of integration, e. g. daily life aspects of African TVET migrants in Germany.

Third literature gap is country-specific research on integration of African migrants. Africa is a huge continent with more than 50 countries. Results can vary between countries. Thus, the author recommends to conduct country-specific research.

Methods

Basing on the general findings in the literature review, the author decided to apply qualitative research to further study the integration experiences of African apprentices in Germany.

Case Selection

To get more specific insights, the author narrowed the case down. He chose the Rwandan diaspora because of its long-standing cooperation in education with Germany. He focused on the crafts sector, because this is one of the sectors with the highest skills shortage in Germany.

The case to be analysed is defined as follows: Perspective of five Rwandan crafts journeymen (graduated apprentices), focusing on their experiences in the context of integration in Germany during the apprenticeship.

Approach

The author applied case study as strategy of inquiry. Creswell (2009, p. 13) recommends using case study as inquiry strategy to examine a specific phenomenon in detail in a bound system. In this paper, the focus is on the specific phenomenon "integration experiences" and the bound system "Rwandan apprentices in the German crafts sector", which shall be understood in detail. The author particularly examined the research questions:

RQ1: What integration challenges do Rwandan crafts apprentices have in Germany?

RQ2: What mitigation strategies do Rwandan crafts apprentices apply and what mitigation strategies might help in future, overcoming these integration challenges?

This is why the author chose case study.

The author aimed to gain detailed insights into the contextualized experiences of the trainees for this single case. He analysed, how different factors (preparation, education, finances, society, culture, administration and work / school environment, family and friends) influence integration.

Selection of Participants

Purposive and opportunity sampling were combined to select the five participants.

The selection focused on Rwandan citizens fulfilling the following criteria:

- Migration to Germany directly after graduation of high school in Rwanda, without any additional formal education, and
- Successful graduation of apprenticeship in Germany at least two years ago, to be able to

self-evaluate own integration challenges and mitigation strategies, retrospectively.

The author used the opportunities within his network, having worked for more than ten years as a development worker in East Africa, focusing on technical training in Africa.

Data Collection

The author was the interviewer. He conducted five semi-structured interviews in presence or online, if a physical meeting was not possible. He met most participants at a restaurant, to create a relaxed atmosphere. Each interview was separated in a fully structured part, to collect general and quantitative information, and a semi-structured qualitative part, to understand the individual experiences. The question catalogue can be derived online (Tomingas, 2025).

Data Recording and Transcription

The author used an interview and observation protocol in an application (google forms) during the interview. He used the application, on the one hand, to read instructions and questions. On the other hand, he recorded answers and observations. The author also used audio taping. The typed answers and observations were consolidated with the transcriptions from the audio taping, within a week from the interview.

Data Analysis and Interpretation

The author used the software ATLAS.ti, version 25, for the data analysis and interpretation. He used the thematic analysis process.

First, the author got familiar with the data and kept notes and memos on the tone, credibility and general ideas. Then, he conducted open coding, by identifying key features of the data and systematically coding them. Each code was limited to maximum five words.

In the next step, the author identified broader patterns (themes), basing on the initial codes. He revised the themes, to avoid redundances and to ensure good representation of the captured information as well as to ensure that the names are concise and descriptive (maximum five words). Then, the author grouped the codes in a matrix model by research question and by the identified overall themes.

Basing on that, the author summarized the findings in the description of the case. This contains the different themes and is supported by quotes and quantitative data.

Finally, the author interpreted the findings in relation to the research objective and existing literature, both, theory and previous research.

Reliability, Validity and Generalizability

The author applied some measures for ensuring qualitative reliability. First, he read, reviewed and corrected all captured information. Second, he documented all steps and procedures in memos. This is done to avoid a shift in the meaning of codes (Creswell, 2009, p. 190 f.).

For qualitative validity, the following measures were applied: First, the author always presents all information, also the negative and discrepant. Second, he gives detailed descriptions. This is done to make the results more realistic and richer (Creswell, 2009, p. 190). Third, the author also wants to share his bias as an experienced development worker in Africa education: In his work, he supports African youths to find labour in their home countries and not to migrate to Europe. This study is focusing on the opposite, the migration for technical training to Germany.

This qualitative research was conducted with a relatively small number of research participants (five). However, the aim of the study is not to achieve qualitative generalization. The aim is to specify, verify or contradict the findings of the literature review and to add new knowledge for the defined case.

Ethical Considerations

The author applied the European Charter for Researchers for ethical considerations (European Commission, 2005). At the beginning of each interview, the author explained each participant the research purpose and its benefits to the society. He shared and explained informed consent forms, each party received a signed copy (researcher and participant), to protect participants' rights and to allow them to get additional information or to withdraw from the research at any time. Audio taping, physical informed consent form and notes were destroyed within a week from the interviews. All data, e. g. digital copies of informed consent forms and

transcriptions, will be kept anonymized and at a safe place and password protected, in order to keep all personal information confidential.

The author ensured that participation was voluntary, that participants are not discriminated and felt comfortable and at good health during the interviews, by providing food and water.

Results

The author summarizes the findings for the case. He first shares an overview of the codes and the themes, emerging from them. Then, the author summarizes demographic information of the research participants, before he explains the different themes in detail. The theme explanations are supported by evidence from data, as direct quotes and quantitative information.

Overview

The author identified 137 codes in open coding as part of the thematic analysis process. Within repetitive revision cycles, he consolidated 14 key themes, emerging from the codes. For easier comprehension, the author grouped the codes in a matrix model by research question (RQ) and by the identified overall themes.

Table 1: Matrix of Themes and Research Questions

Theme \ RQ	RQ1	RQ2
Theme 1: Personal Support (137)	-Missing family (4)	-Family in Germany (3) -Financial support received (9) -German friends for language integration (12) -German friends for learning culture (10) -German spouse for language integration (11) -German spouse for social integration (9) -Guidance of boss/trainer (12) -Personal support (35) -Strong network (17) -Support of colleagues (15)
Theme 2: Organized Preparation (64)	-Challenges with errands (1) -Lack of expectation management (1) -Lack of infrastructure/logistic understanding (1) -Lack of organizational/process understanding (2)	-Expectation management by employer (3) -Expectation management preparation (10) -Formal preparation (home/arrival) through NGO (2) -Good preparation (7) -Informal preparation (8) -Information by German Embassy before (1) -Soft skills preparation (9) -Training (work) culture (1) -Training behaviour dressing before migration (1) -TODO Explain German TVET (practice) well (2) -TODO Formal preparation in Germany (3)

		- TODO Formal preparation in home country (3) - TODO Training infrastructure/logistic by employer (3) - TODO Training organizational/process by employer (4) - TODO Training visa/admin procedures still home (2)
Theme 3: Language Skills (60)	- Company training too fast (2) - Failed tests due to language (6) - Lack of conversational language skills (13) - Lack of technical language skills (15) - Learning challenging due to language (11)	- Conversational language course (3) - Language course before migration (4) - Technical language course (3) - TODO Additional evening language courses (3)
Theme 4: Strong Personality (55)		- Additional technical classes (4) - Additional work (5) - Being culturally flexible & empathic (1) - Being motivated (16) - Endurance (9) - Value change (punctuality, correctness, speed) (4) - Working hard (16)
Theme 5: Regional Preparation (50)	- Lack of behaviour/dressing knowledge (1) - Lack of dialect language skills (18) - No patience with migrant (1)	- Organized by volunteers (3) - Learning dialect (8) - Patience with migrant (1) - Preparation of local community (9) - TODO Preparation by geographic region (7) - TODO Training behaviour/dressing by employer (2)
Theme 6: No Challenges (47)		- Apprenticeship allowance is enough (3) - No savings before migration (7) - No invest in Germany (5) - Administration similar to home (1) - Apprenticeship was easy (2) - Entry requirements easy (3) - Equal chances/pay as Germans (3) - Formal procedures were easy (2) - German TVET accommodative (structured, well organized, SPOs, practice, books) (5) - Labour office informs well (1) - Language no problem (1) - Nothing lacked (healthcare, housing, food) (3) - Overall good integration experience (4) - Visa process was ok (2) - Technical skills matter only (1) - Technical theory home is good (4)
Theme 7: Group Activities (33)		- Integration through going out (2) - Integration through school (2) - Integration through sports club (9) - Counselling by city-event-spot (2) - Counselling through church (3) - Counselling through self-aid groups (3) - Events by city-event-spot (2) - Integration through church (3) - Learning language through church (3) - Learning language through self-aid groups (3) - Joint study groups (1)
Theme 8: Bad Reception (28)		- Bad reception / non-welcoming culture (12) - Bullied by colleagues (4) - Jealous colleagues (1) - Discrimination (10) - Stronger punishment of racism (1)
Theme 9: Hindering Home (28)		- Bad weather/climate (6) - Being alone (4) - Financial responsibility for family home (5) - Home sick (3) - Missing weather (2) - Missing welcoming African social culture (4) - Seeing opportunities at home (4)
Theme 10: Exposure Irreplaceable (26)		- Cultural shock (6) - Preparation no substitute for exposure (6) - Value difference (punctuality, correctness, speed) (4) - Avoid diaspora to learn language (5) - Preparational exposure (5)
Theme 11:	- Challenging visa/admin processes (4) - Family reunification difficult (2)	- TODO Easier recognition of prior qualification (3)

Stop Bureaucracy (20)	-Prior certificate accreditation challenges (2) -Recognition of prior certificates failed (2)	-TODO Easier visa procedures (3) -TODO Integration office for logistics, errands, administration (2) -TODO Make family reunification easier (2)
Theme 12: Technical Skills (16)	-Education Germany requires practice (2) -Education home lacks practice (5) -Lack of technical skills (2)	-TODO Learn technical practicals before migration (6) -TODO Provide equipment to African schools (1)
Theme 13: Quick Reaction (12)	-Small companies think small (1)	-Avoid small companies (1) -Changing companies (4) -Discussing challenges immediately with colleagues/boss (3) -Learning from challenges of migrants (3)
Theme 14: Financial Security (7)		-Additional finances through volunteering (6) -TODO Financial support for labour migrants (1)

The table above displays this matrix, indicating the mentions of each code as well as the consolidated mentions for the overall themes.

Demographic Information on Participants

All five research participants had Rwandan citizenship and were male. Four of them were Christians and one was Moslem. Three migrated to Germany 20 years ago, while two migrated six years ago. The motivation for all of them to migrate was “exposure to something new” and “learning something new”. Three of them already returned to Rwanda, while two now work as skilled workforce in Germany.

At the time of migration, all research participants were fresh graduates of 12-years basic education in Rwanda. Three had no income, while two had little income (mean income of the five participants = 315 USD). They had no (three participants) or basic (two) German language skills. Three migrated without any family or friends, while one migrated with a sibling. One already had extended family in Germany.

Three of the five interviewees did a journeyman certificate as masons in Germany, while one became a cook and one a caretaker. They all successfully graduated after four years of training, of which the first year was focusing on German language competence. The other three years focused on the practical and theoretical technical competences.

At the time of the interviews, they were between 29 and 42 years of age (mean age = 37). Four were married and had children, one was single. All of them either gained advanced or native German language skills. Two joined university after

graduating in TVET and were bachelor’s or master’s degree holders now.

Table 2: Demographics of Participants

Basic Demographics (current)	Gender: 5 male / 0 female Religion: 4 Christian / 1 Moslem Mean age: 37 years (29 – 42 years) Family situation: 4 married with children 1 single
Migration Background	Migration history: 3 in 2005 to Germany (returned to Rwanda) 2 in 2019 to Germany (still work in Germany) Family: 3 migrated without family / friends 1 migrated with a sibling 1 already had extended family in Germany.
Education	Education before migration: 5 secondary school graduates Education in Germany: 3 masons 1 cook 1 caretaker Education after migration: 3 TVET graduates 1 bachelor’s degree holder 1 master’s degree holder German language skills before migration: 3 without German language skills 2 with basic German language skills German language skills now: 4 with advanced German language skills 1 with native German language skills
Employment	Mean salary: Mean before migration = 315 USD (0 – 1,000 USD) Mean now = 1,800 USD (1,000 – 2,000 USD) Employment now: 2 in formal employment according to studies 2 in formal employment in different sector 1 student

At the time of research, two participants worked in formal employment according to the learnt profession. Two were formally employed in a different sector and one was student. They earned 1,800 USD on average now (mean). That is six times more than before migration. All of them were in a range between 1,000 and 2,000 USD.

Themes of the Case

In the following, the author gives detailed information on the different themes, starting with the most emerging (most mentions consolidated).

Personal Support

Personal support was the pre-dominant factor for a successful integration in Germany (most

mentions consolidated). It is therefore considered to be the most important integration strategy.

Three interviewees migrated without family members to Germany. Thus, one of their major challenges in integration was the lack of personal support, particularly friends and family. All participants confirmed that they missed the life with their friends and families in the home country. However, two interviewees already had (extended) family in Germany and confirmed that this was a big support.

According to all five interviewees, German friends and spouses were important for the social integration, particularly learning the language. German friends and spouses helped also with understanding the culture and with understanding the German law system.

Ideally, this gap of not having family and friends in Germany was filled by other personal supporters. Integration was most successful, if these stepped in from the very beginning. All participants got to know about the possibility to migrate to Germany and to do an apprenticeship through personal contacts. For all, personal contacts supported them in the preparation of the migration to Germany, by giving informal advice on what to expect (e. g. racism, weather, non-welcoming society or work life) and how to behave (e. g. punctuality or legal regulations).

The same personal contacts introduced them to their employers for apprenticeship. Some even paid the flight tickets and rented a home for the first year of the Rwandan migrants in Germany. In all cases, they did not yet receive in that year an apprenticeship allowance, since they only studied German language. The allowance was later (for the other three years of their education) paid by the employer. This made them financially independent.

The extended contacts of the initial supporters were also supportive in several administrative challenges, e. g. when there were delays in the visa procedures or with the recognition of prior qualification. According to all interviewees, the stakeholders involved in the training wanted to support the aim of the initial supporters to train African youths in Germany. Thus, they supported the Rwandan apprentices. The employers and company trainers helped the Rwandans in learning, how to do errands, e. g. supermarket

shopping, or gave behavioural advice, e. g., how to dress. Even a mayor supported some of the interviewees in creating shorter procedures for administrative issues.

The following is a quote from one interviewee on the personal support mentioned:

“He helped us so much. Whenever there was a challenge, he found a solution through his network. When we went to the visa office and the officer was denying work visas, he called the Rwandan Honorary Council and within one day the problem was solved. He even asked work colleagues to look for winter clothes for us. I would not have managed to integrate in German society without his personal support.”

Organized Preparation

The Rwandan migrants emphasised that their integration was easier compared to other groups of vocational migrants they met, particularly due to the personal support they received. But they also criticised that this support was not organized. Therefore, they had to remain flexible, to put in a lot of efforts and to improvise, in order to successfully integrate. They had challenges with errands (e. g. shopping due to the new currency or the new products), with the expectations of employers and society (e. g. punctuality or how to dress) as well as with the traffic system.

For a better integration, all interviewees recommended organized preparation courses. This aspect was the second most mentioned factor for a successful integration, though all of them confirmed that their preparation was more informal than organized. Thus, this is a recommendation for a future integration strategy. Such organized preparation courses should be divided into two parts: Before migration in Rwanda and on arrival in Germany.

According to two interviewees, the part in Rwanda could be offered by an agency, paid by future employers. The courses should contain language (conversational and technical), occupational aspects (theoretical and practical), expectations, administration (e. g. visa or recognition of former qualification), errands and regional aspects (compare beneath).

Following the recommendation of two interviewees, employers could play the main role in the preparation courses in Germany on arrival.

They should explain their expectations to new apprentices, but also, what they can expect, e. g. regarding infrastructure, organization or weather. This preparation courses should also include cultural norms, e. g. how to behave or dress.

Another interviewee suggested to have one public office, which coordinates all integration steps for TVET and labour migrants on arrival:

“There should be an office, to show how Germany functions, how errands are done, e. g. the supermarket. Visa and easier work permits could be facilitated from there. Recognition of prior skills needs to be faster.”

Language Skills

All five interviewees had no or only basic German language skills prior to migration. They stated that they failed to integrate smoothly in the first year of technical training in the company and in the public school, because they could not communicate properly with their bosses, colleagues, customers and trainers. Thus, they perceived the training speed as too fast. This is also, why they partly failed their first examinations. The main problem was that the language course focused on conversational language, though they needed technical language at the workplace and in the school. However, they also lacked conversational language in daily life.

Language skills were the factor for the successful integration in Germany, which was third most mentioned by the research participants. Thus, it is considered to be a key integration strategy.

The interviewees applied different mitigation strategies. They took evening classes in technical language. They also admitted that language was best learned through conversations with personal contacts, particularly Germans. Thus, they avoided being just among the Rwandan diaspora and actively tried to integrate with Germans. Some learnt German even prior to migration. However, the research participants recommended giving easier access to German language courses (e. g. in form of evening classes), e. g. as part of formal preparation (compare above).

One interviewee recommended to develop an organized preparation course in Rwanda, including German language, prior to migration:

“I lost two years in Germany due to not having learnt German before migrating. It took me strong personal efforts to learn the language. I strongly advise to make it a requirement and train future migrants up to B2 level in Rwanda, before migration.”

Strong Personality

A strong personality was the fourth often mentioned integration strategy. All interviewees confirmed that the migration to Germany was a chance for self-development and to learn something new. They were prepared by personal contacts, who emphasised commitment, punctuality and discipline as prerequisites to succeed in German work culture. Also, as already mentioned above, they had to remain flexible and empathic, to be motivated and enduring to successfully integrate.

The interviewees stated that they needed to learn new skills, particularly soft skills, and to adapt to new contexts very fast. To succeed, it was not enough just to work and study during worktime. It was a complex task, which included evening classes, both, technical and language, as well as volunteering and integrational hobbies in the free time. Continuous adjustment was necessary. The research participants generally had to work hard. This included additional work.

The following is a quote from one interviewee regarding the personality:

“My friend always told me, Germans live for work. It requires strong personal commitment and extra hours to succeed and integrate. Somebody, who believes, he arrives and people will just donate money, will not succeed.”

Regional Preparation

Regional preparation was the fifth often mentioned integration strategy. The research participants emphasised that all German regions they visited were different, with different integration challenges. They lacked the specific behavioural information for their particular training regions, e. g. how to dress or how to greet.

According to their perception, society and employers were not patient with the migrants. They wished that the local community would also be better prepared for hosting foreigners, e. g. in being patient with migrants.

According to the interviewees, particularly learning the local dialect was important for their integration at the workplace and in private life: Standard German was not understood by the local population. The interviewees also failed to understand the locals. Therefore, the research participants recommended the inclusion of local dialects in preparation courses, besides the local customs. These courses could be conducted by the employer.

One interviewee shared his experience as follows:

“The first months, I could not understand any of my trainers. I was thinking, what is wrong with me. At the language school I understand my teacher. Then, I met my girlfriend and I noticed that she spoke two languages: German and the Bavarian dialect. She taught me Bavarian. From then, it helped me to easily connect with people. If people seemed to be angry with me, I used my Bavarian dialect and they smiled and opened up.”

No Challenges

Four of five interviewees emphasised that the recognition of their Rwandan high school certificates, as part of the official apprenticeship registration, was easy. Neither the accreditation process with German government nor with the public school took long. Most interviewees perceived the entry requirements and formal procedures as easy, because they were used to similar administration in Rwanda. Two research participants emphasised that the visa procedures were ok. One mentioned that the labour office informed him well, prior to apprenticeship.

The German TVET system was judged as accommodative: All research participants confirmed that it is well explained, structured and organized. Standard operating procedures would exist. The training would contain many learning materials and practical exercises. All interviewees confirmed that apprenticeship was easy for them.

Two research participants still lived in Germany. They emphasised that there was no difference in payment between them and Germans with similar qualifications. They believed that they had equal job opportunities in Germany as Germans.

Even without having savings before migrating to Germany, all apprentices succeeded and graduated as journeymen. They did not lack

anything, neither healthcare, nor housing, nor food. The overall integration experience was considered as good by all interviewees.

Group Activities

All interviewees participated in sports activities, e. g. basketball or football, to make new friends and to learn German language. New friendships not only helped with language, but also led to other social activities: All interviewees regularly went out with the sports friends. One interviewee started to work in the garage of a sports friend.

Besides, the interviewees participated in different self-aid groups, in which they shared their daily challenges. They supported each other, based on their experiences. Three interviewees organized themselves in study groups with either their sports friends or other apprentices of their companies. All groups were mixed (Germans and foreigners). This was helpful, because it forced foreigners to speak German and to socially integrate.

The interviewees also participated in religious gatherings, in which they made new friends. There, they applied the German language, though they complained that, due to secularization, it was difficult to find a community with people in their age group. Other gatherings were organized by the African diaspora, in which African migrants could share experiences and support each other.

One interviewee shared his experience and his views on the role of the African diaspora:

“We met twice a month in the Africa house. I noticed that not all influence from fellow expats is good, particularly the generalization. People said that our home countries are bad. But I am Rwandan, and I want to speak for my country and not for a continent. We met for church, we met for dinner, we listened to music, danced and laughed a lot. That was good. One friend shared that he cannot read coins and therefore always pays with bills at the supermarket. We helped each other.”

Bad Reception

All research participants emphasised that the German work culture and social culture were non-welcoming. One example mentioned was ignoring neighbours. At the beginning, they thought this is personal. Later they noticed similar behaviour, even among German neighbours.

All interviewees experienced racism. This included random searches or passport controls by police, people moving away from them in public transport, insults and bullying of colleagues or random people. One interviewee mentioned that his colleagues were jealous, because he worked hard and was therefore more successful.

The mitigation strategy suggested by one research participant was to punish racism more strictly. According to him, the German government would not do enough against racism, currently.

Hindering Home

All migrants perceived the life back home as easy, relaxed and with a lot of joy, compared to the life in Germany, which they perceived as hard work mainly. They missed the African social culture, which they described as welcoming. They felt alone in Germany and got home sick. All complained about the bad climate and that they missed the weather at home.

They confirmed that they acquired technical knowledge to an extent in Germany, they would have failed to get at home. Thus, they developed new business ideas, which they implemented remotely in Rwanda, and, which stopped them from integrating entrepreneurial in Germany. None of the interviewees invested in Germany.

They had no financial commitments to their families in Rwanda, when they left. But this changed with the improvement of their financial status in Germany. Now, they had to cope with strong financial responsibilities towards their families in Rwanda, while living in Germany. One sent 100 Euros monthly to his family in Rwanda. All research participants supported their families, at least in specific situations, e. g. medical bills of the parents, driving licenses for siblings or the renovation of the parents' house.

These permanent concerns and financial responsibilities hindered social integration and led to remigration to Rwanda, on the long run. One interviewee summarized this as follows:

“We came alone to Germany. It was winter and cold. People were always serious, non-talkative and non-welcoming. We thought about home, roasting meat with our families and really felt depressed. On the other hand, we did not recognize our families anymore, due to increasing expectations. They changed

and wanted us to buy them expensive watches and perfums, as if they would not cost money in Germany. We had to work even harder to cope with these expectations. But we also knew that we had to return to Rwanda, since the pressure was not bearable.”

Exposure Irreplaceable

All participants mentioned that, however much they were prepared to move to Germany, they still experienced a cultural shock. For example, they were still surprised by the coldness of winters or the advanced infrastructure, though they were prepared for it. This included using a German highway, using a train or reading traffic signposts. Soft skills as reliability, punctuality and commitment could just be learnt in Germany.

Strategies applied were to avoid the Rwandan diaspora to faster learn the German language and culture as well as preparational visits. Some interviewees did one-month trips to Germany prior to the apprenticeship. According to them, these trips eased integration later.

One interviewee summarized this as follows:

“In Rwanda, punctuality means, you reach work at 8 am, if your contract says 7 am. When we were five minutes late at work in Germany, our boss took us aside and shouted at us. This shocked me. I could not have been prepared for this. Another time, I saw someone hugging and kissing a dog, as it would be a child. That felt so wrong. Also, I must emphasise the German commitment for work. In a Rwandan restaurant, ten waiters are idle, while one is serving the customers. In Germany, this work is done by one person, running up and down.”

Stop Bureaucracy

The interviewees emphasised that administration in Germany was challenging and that they needed guidance. Though the recognition of prior skills was easy for four research participants, one had strong challenges with it. It even failed. All participants did not consider family reunification, due to the complexity of the process. Also, the visa process was stressful and complex. It required personal intervention (compare above).

Therefore, the interviewees recommended the German government to ease administration procedures, particularly visa, recognition of prior

qualification and family reunification. They also advised the government to establish one-stop-centres, where migrants could receive services in all migration related matters, e. g. administration.

Technical Skills

According to all interviewees, in Rwanda, technical courses were purely theoretical and lacked practice. There would not be sufficient course books. In Germany, it would be the reverse. Education would require practical exposure. This was why they had challenges to integrate at the workplace in their first year of apprenticeship (besides language issues).

They took technical evening classes, to mitigate this challenge, mainly offered by volunteers. The interviewees recommended future TVET migrants to join technical practical classes in their home countries, before migrating to Germany.

Quick Reaction

One research participant experienced jealous colleagues due to appreciation of his hard work by the employer. He emphasized that this was a small company, and, when he changed to a bigger company, that the corporate culture was more supportive. He advised avoiding small firms.

Most research participants recommended a quick reaction, if a problem occurs, e. g. to immediately talk with the trainer or boss, or, if the problem still exists after, to change the training company as soon as possible. They advised to consult other migrants regarding integration experiences.

Financial Security

The interviewees left Rwanda as high school graduates, without any income or savings. During their time in Germany, all of them saved money and built long-term financial security. Two Rwandan migrants earned additional money, due to the exposure resulting from the group activities: One worked as a helper in a garage. The other volunteered for an allowance.

As mentioned above, no research participant lacked anything during their apprenticeship in Germany. They considered their integration at the workplace as the foundation for this success. They believed that, due to their discipline, they received continuous allowance and social security services.

Discussion

In this section, the author first interprets the findings in the context of the case. Then, he relates them to the theory and the previous research, which have been discussed before.

Findings in Context to the Case

The findings of this study highlight the complex nature of integration experiences for Rwandan crafts apprentices in Germany. The research participants reported different challenges across multiple domains, including language barriers, administrative hurdles, sociocultural challenges and limited social support networks. These challenges were most intense at the initial phases of the apprenticeship, particularly where technical language and unfamiliar learning methods posed additional obstacles.

Despite these difficulties, participants demonstrated notable resilience and adaptability. Several applied personal mitigation strategies, such as seeking support from mentors or diaspora networks, engaging in language learning outside the school and building local friendships to navigate social integration. The importance of informal support systems, including religious communities, family members and other diaspora apprentices, was repeatedly emphasized.

Apprentices often struggled with financial responsibilities back home. However, those who had received pre-departure orientation, especially regarding finances and administrative processes, reported a smoother integration process. This underscores the value of organized preparation and structured guidance before and shortly after migration.

Overall, the participants' experiences suggest that while integration is challenging, targeted support structures, early preparation, strong personal support and social connections can significantly ease the integration of Rwandan apprentices in Germany.

Findings Related to Theory

The findings of this study resonate with multiple theoretical perspectives on migration and integration shared in the theoretical framework.

The participants' decisions to migrate for TVET to Germany reflect elements of Neoclassical

Economic Theory. Their choices were largely driven by rational economic reasoning, seeking better opportunities through skills acquisition in Germany. However, the challenges they faced after arrival, such as bureaucracy, managing social isolation and coping with cultural differences, highlight the limitations of this theory in explaining integration. These findings confirm the critique that neoclassical theories underestimate the complex social, cultural and institutional barriers, which migrants encounter during integration.

Migration Systems and Networks Theory is particularly relevant in understanding how the participants were able to enter and successfully finish the German apprenticeship system. Several apprentices relied on existing contacts or diaspora networks to access information and support. These findings underscore the role of transnational ties and migrant networks in facilitating smoother pathways to integration, confirming the theory's focus on the relation between individuals and structural contexts.

Challenges reported by participants, such as lack of belonging, align with insights from World Systems Theory. This theory, which sees migration as an outcome of global capitalist inequalities, helps explain why participants often found themselves in positions of limited power. Structural integration into the labour market did not always lead to full social integration, pointing to persistent hierarchies embedded in the host society, as suggested by this theoretical lens.

From the perspective of Human Capital Theory, the study reinforces the notion that vocational education is seen as a strategic investment by migrants to increase their employability and economic outcomes. However, some participants noted that their qualifications were still not fully recognized or rewarded equally compared to native peers. This suggests that, while human capital acquisition is important, social and institutional recognition of that capital remains a critical challenge.

Closely related to this is Social Capital Theory, which becomes particularly relevant in explaining differing levels of integration success among participants. Apprentices who managed to build relationships with personal supporters, mentors and trainers reported more integration successes. This supports the theory's claim that bonding and

bridging social capital, particularly access to supportive networks, enhances integration and mitigates isolation.

The findings also fit well with Bronfenbrenner's Ecological Systems Theory. The participants' integration was clearly shaped by multiple, interlinked systems. For example, institutional policies in vocational schools or apprenticeship firms significantly influenced their sense of inclusion and success, supporting the theory's emphasis on the dynamic interaction between individuals and their layered environments.

Finally, Tinto's Student Integration Model sheds light on the educational and social challenges faced during the apprenticeship period. Participants, who felt connected to their training institutions, personal supporters, trainers and mentors, were more likely to report a sense of belonging and motivation to succeed. Thus, those, who faced sociocultural challenges or limited support, often felt excluded, which sometimes hindered their integration. This reinforces that both, academic and social integration, are key to student persistence and success, especially in cross-cultural educational contexts.

Findings Related to Previous Research

In this section the author relates the findings of the qualitative case study to the findings of previous research. Some findings of previous research were confirmed. Others were contradicted. This qualitative research even led to new findings.

The low level of technical and language skills and the resulting low learning speed was identified as an integration challenge in previous research and confirmed in the qualitative study. Also, the mitigation strategy of having contextualized technical and language preparation before migration and on arrival, was confirmed in the qualitative research. A new finding of the qualitative research is the need for learning regional dialects to ease communication.

The German (work) culture and prejudices towards African TVET migrants, resulting in insult or physical harm, were described as migration challenges in previous research. The qualitative survey confirmed that Rwandan TVET migrants experience discrimination in Germany, e. g. random searches by public servants, insults or discrimination in access to restaurants and bars.

Also, the mitigation strategies of having face-to-face interactions on the one hand and marketing campaigns on the other hand, were confirmed in the qualitative research.

Administration processes regarding visa, family reunification and recognition of prior qualification were identified as migration challenges in previous research. The qualitative survey confirmed challenges with the visa and family reunification processes. But the research participants praised the smooth procedures of recognition of prior qualification. Also, the mitigation strategy of making administration processes leaner, faster and more welcoming, particularly accelerating processes for visa and family reunification, was confirmed in the qualitative survey. The research participants even went beyond this strategy and recommended to establish one public office, which efficiently handles all administration processes.

General errands related to integration were described as integration challenges in previous research and confirmed in the qualitative study. Also, the mitigation strategies of having preparation courses on culture, administration and expectations, on the one hand, and, of individual onboarding and individual integration services by the employers, on the other hand, were confirmed in the qualitative survey. A new finding of the qualitative research is the need for preparation courses which include regional aspects beyond dialects.

Another integration challenge identified in previous research was the difficult German climate, compared to the tropical and subtropical African climate. This challenge was confirmed by the qualitative research.

Joint activities with the host communities, self-aid groups and the efficient use of the existing network of integration support offers were identified as integration strategies in previous research as well as in the qualitative study.

Limited income and career opportunities, poor medical treatment and living conditions, limited social relations, concerns regarding safety and finances were identified as integration challenges in previous research. However, these were not confirmed in the qualitative survey. All research participants emphasised that they did not lack anything in Germany. The two participants, who

still work in Germany, emphasised that, according to their opinion, they had equal payment and job opportunities as German nationals.

A new finding of the qualitative research is the importance of strong personal support. Many integration challenges were avoided by the Rwandan apprentices through the support of their personal network, e. g. visa or financial challenges. Therefore, the author recommends the German embassy in Rwanda to organize networking events with German actors for Rwandan youths interested in migrating to Germany for apprenticeship.

Conclusion

TVET migration from Africa, particularly from Rwanda, to Germany can be more successful than migration of fully qualified workforce. Its benefit is that the German companies can design the training of the migrated apprentice according to their needs, instead of working with someone, who already studied his profession in another context and might not be ready to learn again.

In the following, the author summarizes his key findings. First, the most important factor for successful integration is good preparation, most importantly focusing on language skills, particularly local dialects.

Second, soft skills as the individual character, motivation and will are other key factors, which lead to successful or unsuccessful integration. These can be partly trained, but also depend on the background of a person.

Third, integration becomes easier, the more welcome and confident the migrant feels. Previous migration experiences and socio-cultural, language or technical knowledge additionally build his or her confidence. Strong personal support and networks are more success factors. Non-welcoming factors as prejudices and discrimination are counterproductive and lead to lack of confidence of the migrant.

Fourth, mingling in non-homogeneous groups of friends, consisting of foreigners and locals, helps to learn the best of each culture and therefore is an important tool for integration in any country. This way, migrants can select to learn the processes and customs of a country from its nationals and

the mitigation strategies to overcome challenges from the expat community.

In the following, the author briefly discusses the limitations of this qualitative research. It is mainly limited by the low number of research participants and therefore not generalizable. However, this was not the research aim, but to add knowledge in the context of the selected case. There are two reasons for the low number of research participants. First, up to now, only a few thousand Rwandan nationals graduated apprenticeship in the crafts sector in Germany. Second, due to data protection law, it is very difficult to identify them.

Future research should apply the same methodology, but focus on a bigger sample, to be more representative and generalizable. The sample size could be increased by focusing on different East African countries, e. g. Uganda and Rwanda. Another aspect for future research would be the reintegration experiences of East African crafts graduates after returning from Germany, particularly focusing on the benefits of this model for the home countries.

This research may guide the relevant stakeholders to understand integration challenges of African TVET migrants in Germany and how to mitigate them. Relevant stakeholders were identified in the African home countries as well as in Germany, being policymakers, embassies, public authorities, private sector representations, employers, training providers and civil society.

This research might consecutively contribute to sustainable reduction of skills shortage in Germany and economic development and youth employment in partaking African countries.

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