

Intercultural Training for Educators

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Report OI 1

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1. INTRODUCTION

This report has been developed within the Erasmus+ Project *“Intercultural Training for Educators - InterTrainE”* (KA2 action/ Strategic Partnerships for Adult Education - 2018-1-UK01-KA204-047987). The aim of this project, managed by seven partners in four countries (UK, Finland, Italy and Greece) is to develop a training programme for educators teaching adult migrants. In order to reach this aim, the partnership will carry out several activities:

- ✳ Conduct research on intercultural education with the aim of identifying the training needs of educators
- ✳ Collect data on existing training programmes designed for migrants and their cultural integration
- ✳ Point out the need for updating or developing new material
- ✳ Produce a curriculum and training materials on intercultural education and training for adult educators
- ✳ Develop an open access online course (Massive Open Online Course or MOOC), where the training materials will be uploaded and adapted
- ✳ Implement a Joint Staff Training Event (JSTE), that will be used to test the formerly developed curriculum and training materials
- ✳ Produce a training guide and a course syllabus with final material and useful information and tips addressed to adult educators and all interested parties.

The aim of this report is to present the results of the needs analysis conducted in the partner countries on the training needs of educators and teachers who work with adult migrants in intercultural contexts. The analysis has given us the possibility to examine the state of affairs and the specific requirements in terms of intercultural skills for teachers and educators, through a face to face and on-line questionnaire addressed to both teachers and migrants. In fact, in order to identify the training needs of educators, the partnership believes that not only is it important to involve their own workers, but also it is important to involve the beneficiaries of the training, that is the final output of the project. This decision improved and made more realistic the results of the survey because the opinion of migrant learners are external subjects and can freely express their point of view.

The **target groups** involved in the survey are divided into 2 categories:

- ✳ **Educators and teachers working with adult migrants:** they represent the project target group, and so, the direct beneficiaries of the project activities. For this reason, the partners decided that their involvement in the research phase is very important in order to collect information about their training needs. Then, according to the collected information, it will be possible to produce the most suitable training materials for them. Moreover, their involvement has been very useful in order to make them aware about the aims of the project, and it also offered them the chance to reflect upon their real training needs.
- ✳ **Adult migrants:** they represent the indirect beneficiaries of the project activities because the improvement of intercultural competences of educators and training surely will have positive effects on their training, and so, on their work and social inclusion in the hosting country. Moreover, during the survey, they had to answer to questions not related to themselves (as educators/teachers did), so their involvement insured the objectiveness of the research.

In addition to the aim of the research activity and the target groups, in this report readers will find all the necessary information about:

- ✳ The research **materials and methods**: in this section all of the survey information will be described. The questionnaires used to gather responses will be presented along with the methods of administration used both for migrants and teachers, the manner of production of the questionnaires, the IT resources used in order to elaborate the results, the reasons why partners decided to adopt specific channels of distribution, the creation of a database of interested people and all other detailed information clarifying *HOW* the partners have carried out this activity.
- ✳ The collected **results**: this section is divided into 2 parts.
 - © The first part refers to the results of the survey for teachers and educators: in this part, the answers received for all questions will be described with *QUANTITATIVE* information (no. of questionnaires, no. of similar responses etc.), with *GRAPHIC REPRESENTATION* of results (where possible) and *QUALITATIVE* comments about the obtained results.
 - © The second part refers to the results of the survey that involved adult migrants: for this part too, the answers will be described with *QUANTITATIVE* information (no. of questionnaires, no. of similar responses etc.), with *GRAPHIC REPRESENTATION* of results (where possible) and *QUALITATIVE* comments about the obtained results.

- ✚ The **conclusion**: in this section a summary of results is presented. Written according to the previous section, the aim of this section is to give to the readers a short but incisive general view about the training needs of teachers and educators working with adult migrants in the field of intercultural competences.
- ✚ The **recommendations**: in this section, some recommendations about the research activity will be presented. In fact, during this first experience, the partners collected important information that could be useful for the next steps of the project. Therefore, this section represents a short summary of these suggestions.
- ✚ The **appendices**: in this section, all documents used and produced within the research phases will be provided:
 - © Summary of results and recommendations for all countries
 - © National versions of the questionnaire *Training needs of educators teaching adult migrants*
 - © National versions of the questionnaire for Migrant learners
 - © Screenshots of dissemination

2. MATERIALS AND METHODS

The needs analysis was carried out as originally planned, ie:

Task 1: A small-scale qualitative questionnaire was designed and distributed in each partner country.

Task 2: The questionnaire data was collected, analysed and evaluated by each partner. A national report was produced by the respective partners following a template that was sent by the activity leader, CLP.

Task 3: The transnational project report (the present document) on Needs Analysis was drafted.

We adopted one of the most useful survey tools for our needs analysis: the **questionnaire** (the questionnaire templates that we used are available in the Appendices).

Due to the fact that the research involved both educators and migrants, the partners designed and used two different questionnaires:

- ✱ **A questionnaire about the Training Needs of Educators Teaching to Adult Migrants**
- ✱ **A questionnaire for Migrant Learners**

The drafts of the questionnaires were created by the responsible partner, CLP, who presented them to the others during the Kick-Off Meeting in Edinburgh (UK) on 22nd and 23rd of October 2018. Thanks to the contribution of all partners, the initial drafts were adapted and the final versions have been produced. Then, each partner translated the English version of the questionnaires in its national language and used them in their own countries.

2.1 QUESTIONNAIRE ON THE TRAINING NEEDS OF EDUCATORS TEACHING ADULT MIGRANTS

The "Questionnaire about the Training Needs of Educators Teaching Adult Migrants" is focused on the **previous experiences of educators and aimed to identify gaps in the existing system as well as specific training needs for educators**. The questionnaire has been divided into several sections, with the aim of collecting different information about the involved educators. In fact, the *first part* of the questionnaire (from question A1 to A5) is focused on: Background and previous experiences

of the educators involved, their present occupation, their teaching subjects, their qualifications and their previous experiences in the field of training (especially training for migrants). The *second part* of the questionnaire (question A6) is focused on the programmes and seminars they attended about intercultural education, with particular reference to the title of the training and its duration. The *third part* of the questionnaire (question A7) is devoted to investigate the level of familiarity of educators with some topics related to intercultural learning and teaching (such key concepts as: culture and communication, current context of migration in each partner country, multicultural class management etc.). The *fourth part* of the questionnaire (from question B1 to B6) aims at collecting information about the intercultural dimension of the educators' working environment, such as the location of the training institution, the percentage of migrant learners attending educators' classes, the level of satisfaction with the educators' training institution's approach to intercultural learning and teaching, educators' methodologies aimed at the promotion of intercultural learning and the areas where training institution should improve in the field of intercultural learning. The *fifth part* of the questionnaire (from question C1 to C2) is dedicated to analysing the most relevant difficulties the educators usually face in their daily work. In order to identify difficulties, educators had to describe an example of uncomfortable situation that had happened in their class, by specifying what had happened and how they handled the situation. The *sixth and last part* of the questionnaire (from question C3 to C4) was very important for the research itself: in fact, in this part educators had to describe what additional training they need in order to improve their teaching practice and what should be included in a training programme for educators of adult migrants.

Therefore, thanks to all these questions, the partners could collect all of the information needed in order to identify the ***main characteristics and experiences of the educators involved***, to get to know the ***previous intercultural courses they attended*** and to ask their opinion about the ***most relevant difficulties in the management of an intercultural class*** and about the ***"ideal" training course that they need to attend in order to improve their intercultural skills***.

2.1.1 THE STRUCTURE OF THE QUESTIONNAIRE

Concerning the **structure** of the questionnaire, the partners decided to present some multiple-choice questions and some open questions, depending on the topic and the kind of data inquired about. In particular, the questionnaire is composed of 3 sections:

- An introduction, with a brief description of the project aims, the presentation of the research activities and a short disclaimer concerning privacy.
- Section A, made of 7 compulsory questions and 1 optional question with the following characteristics:
 - 5 compulsory multiple-choice questions (A1, A3, A4, A5 and A6)
 - 1 compulsory open question (A2)
 - 1 optional open question (A6.1)
 - 1 compulsory multiple-choice question composed of 8 sub-questions (A7)
- Section B, made of 6 compulsory questions with the following characteristics:
 - 4 compulsory multiple-choice questions (B1, B3, B4 and B5)
 - 2 compulsory open questions (B2 and B6)
- Section C, made of 4 compulsory questions with the following characteristics:
 - 4 compulsory open questions (C1, C2, C3 and C4)
- Final section, with the thanks for participation, project coordinator's contacts and the link to the project summary on Erasmus+ platform.

2.2 QUESTIONNAIRE FOR MIGRANT LEARNERS

The "Questionnaire for Migrant Learners" is focused on **migrants' experiences as learners in a foreign country and aims to identify gaps in the existing system as well as to identify specific training needs for educators**. The questionnaire was easier and shorter than the one addressed to the educators because of the particular target group, which has been difficult to involve in the research. This is why the partners decided to produce a very short questionnaire that could give them the possibility to collect all the information needed in a few questions.

In fact, the *first part* of the questionnaire (from question A1 to A2) is dedicated to migrants' background, with a question about the number of years they have lived in the host country and a question about the training activities or education programmes they attended.

The *second part* of the questionnaire (from question B1 to B4) is focused on migrants' experiences as learners, in order to collect information about the difficulties they had to face during their training experiences and the strengths of the courses they attended. In particular, there are some specific questions regarding the difficulties in the relationship with classmates or teachers, with the request of describing some uncomfortable situations experienced. These questions aim to identify the most relevant problems concerning the management of intercultural training from the

point of view of the learners. To conclude, the learners are asked their opinion about the kind of training their teachers/educators need in order to improve their skills.

Thanks to these questions, the partners have had the possibility to collect all of the information needed in order to identify the ***most relevant difficulties teachers/educators face in the management of an intercultural class*** and ***the learners' perspective of the main gaps in the teachers/educators current intercultural competences***.

2.2.1 THE STRUCTURE OF THE QUESTIONNAIRE

Concerning the **structure** of the questionnaire, the partners decided to use some multiple-choice questions and some open questions, depending on the topic and the kind of data inquired. In particular, the questionnaire is composed of 2 sections:

- An introduction, with a brief description of the project aims, the presentation of the research activities and a short disclaimer concerning the Privacy regulation
- Section A, made of 2 questions with the following characteristics:
 - 2 multiple-choice questions (A1 and A2)
- Section B, made of 4 questions with the following characteristics:
 - 1 multiple-choice question (B1)
 - 3 open questions (B2, B3 and B4)
- Final section, with thanks given for participation.

2.3 DISTRIBUTION OF THE QUESTIONNAIRES

Concerning the **methods used to deliver the questionnaires**, the partners had to consider that the target groups involved in this phase are represented by very different categories: trainers/educators and migrants. They did an analysis of the target groups in order to identify the best way to distribute the questionnaires, to reach the largest possible number of people and to collect all necessary information. For these reasons, they decided to use two different methods of distribution of the questionnaires:

- ⇒ Educators and teachers were involved in an **on-line survey**
- ⇒ Migrants were involved in a **face to face and an on-line survey**

3. RESULTS

3.1 UK RESULTS

This section is divided in two parts: 3.1.1 presents the findings on the needs of educators and 3.1.2 presents the findings on the needs of migrant learners.

3.1.1 UK Findings from Educators' Responses

The online survey returned 18 responses, of which 11 stated their full name and the rest wished to remain anonymous. The respondents were between 25 and 65 years old and their average age was **41**.

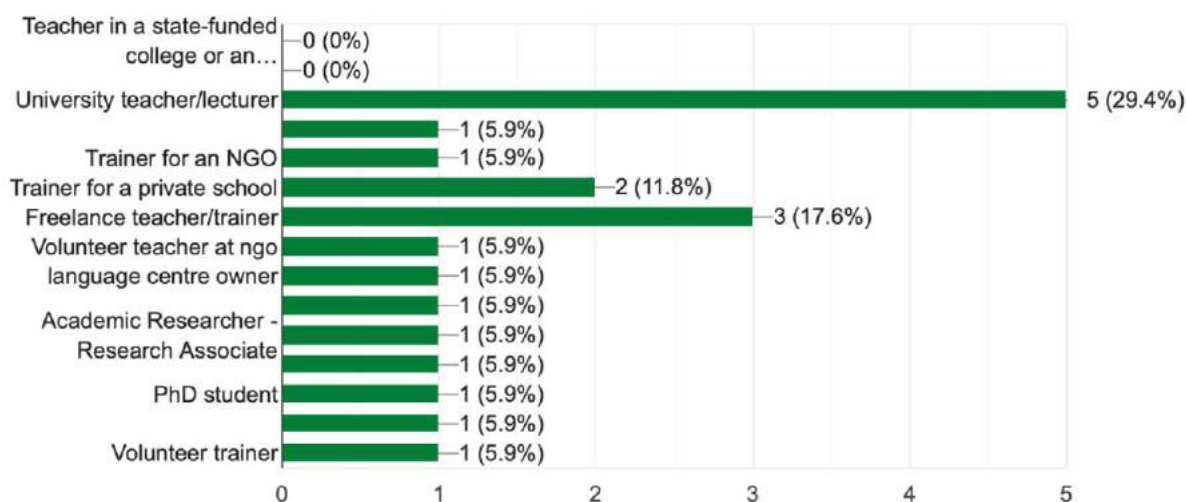
It is interesting to note that not all educators came from the UK, but in fact **the majority were migrants themselves**. In particular:

- 4 respondents were from the UK (2 stated "Scotland" and 2 stated "UK")
- 1 respondent was from Spain
- 2 respondents were from Greece
- 1 respondent was from New Zealand
- 2 respondents were from Romania
- 1 respondent did not specify their country of origin

In terms of their occupation, 5 were university lecturers, 3 were freelance trainers, 2 were trainers for a private school and the rest were volunteers, owned language centres, etc. The responses are shown in the chart below.

A1. Occupation

17 responses



Respondents taught a range of subjects in the Humanities, mainly languages and management. There were no respondents who taught any STEM or Arts subjects unfortunately. Specifically, respondents taught the following:

- Swedish, English, Finnish
- Translation, Interpreting
- ESOL
- German/English
- English
- ICT, Moodle, entrepreneurship training
- Nationalism, religion, citizenship, film and media
- Spanish language, Public Service Interpreting, Spanish culture and politics
- Conference Interpreting, Liaison Interpreting
- Management
- Greek/ English
- Cultural integration
- Research Preparation
- Heritage

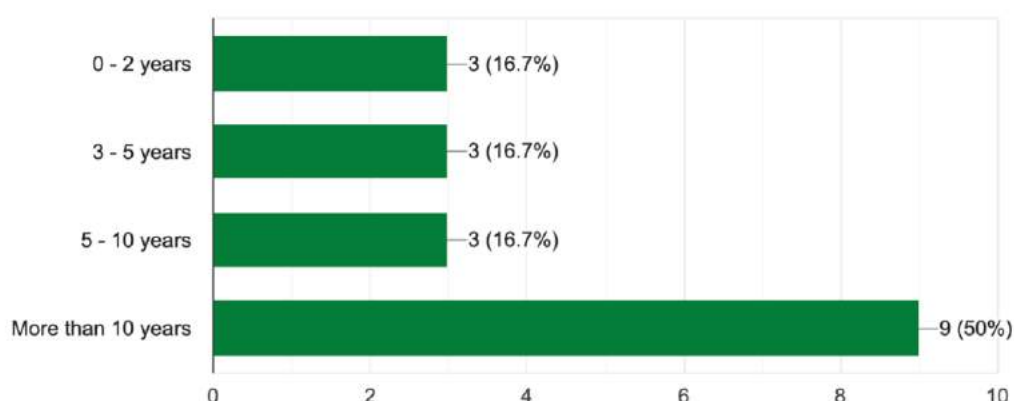
Respondents' **qualifications** ranged from certificates to PhD. Specifically:

- 1 respondent attended summer school classes for visiting interpreters
- 1 respondent held a Certificate
- 1 respondent held a Diploma
- 1 respondents held a Bachelor's degree or equivalent
- 11 respondents held a Master's degree or equivalent
- 2 respondents held a PhD

Most respondents were highly experienced: 9 out of 18 respondents had more than 10 years' experience, 3 had experience between 5-10 years, 3 had experience between 3-5 years and 3 had experience of up to 2 years.

A4. Your experience in the field of teaching/training?

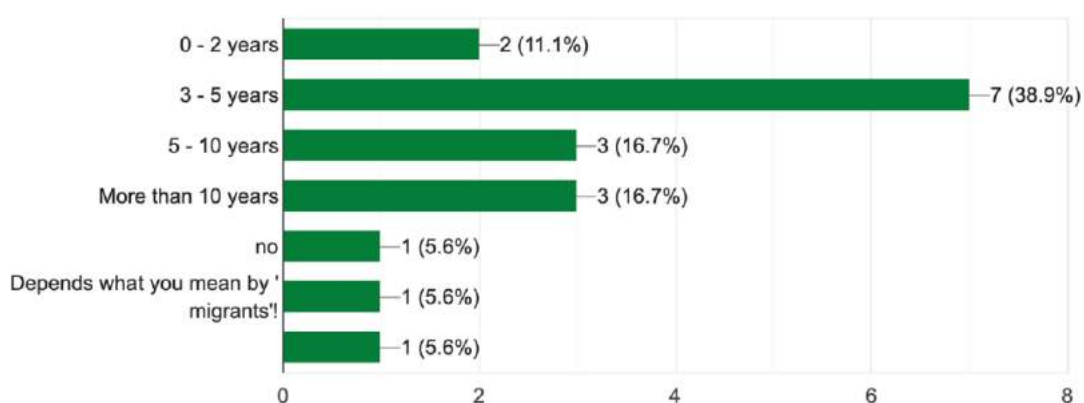
18 responses



Their experience in teaching or training migrants in particular was also high. As seen in the chart below, most respondents has this specific experience from 3 to more than 10 years, while 2 had experience of up to 2 years, 1 had no experience and 1 noted that this depends on what we mean by 'migrants'. This is a response worth noting, and we are elaborating on it in Section 5 of this report (*Recommendations*).

A5. Your experience in teaching/training migrants in particular (either exclusively, or in mixed classes).

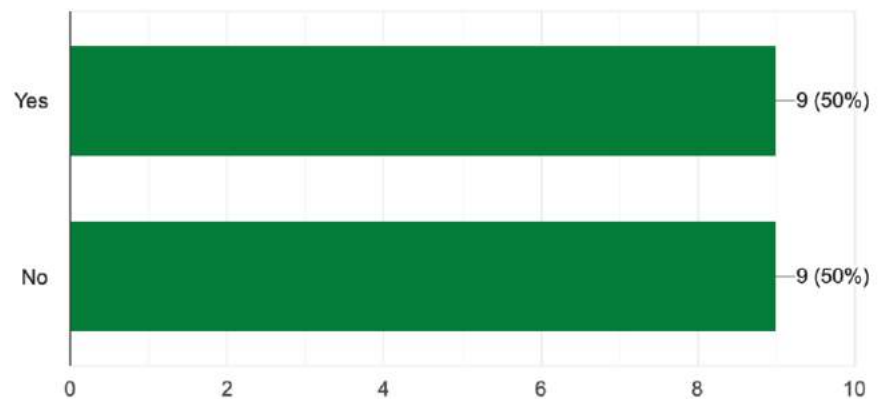
18 responses



Interestingly, half of the respondents had attended educational programmes or seminar on Intercultural Training and half had not. This is worth taking into account if we consider the high level of experience of this group.

A6. Have you attended educational programmes/ seminars in Intercultural Training?

18 responses



Those who attended such programmes stated that these included the following:

- Mentions during induction programs
- 1 day intercultural competence. 30 hours on line working with migrants
- Can't remember as so long ago and some part of my university course
- Intercultural Competences Erasmus+ KA2 Youth project; Southern European Migrant Dilemmas: better integration methods Erasmus+ Ka1 Staff mobility
- University of Edinburgh; Edinburgh Peace Initiative
- LEADS, a learning enhancement course that we take at our Uni to become Approved Tutors, had a 3-hour session on developing intercultural awareness with the aim of applying it to our teaching style
- An Erasmus course in Florence for 1 week in July.
- Intercultural competences workshop
- Intercultural competences seminar
- All my teacher training involved an element of intercultural communication
- MSc in Intercultural Management

When asked to what extent they are familiar with topics related to intercultural learning and teaching, respondents stated the following:

1. **Key concepts of culture and communication in the classroom** (cultural identity, intercultural communication, communicative competence, intercultural competence etc).

Adequately: 11

Very much: 3
Very little: 3
Not at all: 1

2. **Current context of migration in the UK** (broad trends, understanding different types and experiences of migration, working in a network that includes institutions/bodies acting in migrant inclusion etc) statistics:

Very little: 9
Adequately: 5
Very much: 3
Not at all: 1

3. Legislative framework for the education of migrants:

Very little: 8
Not at all: 5
Adequately: 3
Very much: 2

4. Bilingual/ multilingual education:

Very much: 6
Adequately: 6
Very little: 4
Not at all: 2

5. Educational models, such as the assimilation model, models of multicultural /intercultural education, inclusion of the other etc:

Adequately: 9
Very little: 4
Not at all: 3
Very much: 2

6. Multicultural class management:

Adequately: 8
Very much: 4
Very little: 4
Not at all: 2

7. Intercultural perspectives of time, work and leisure

Adequately: 7
Very little: 7
Very much: 2
Not at all: 2

8. Intercultural dimension of dignity

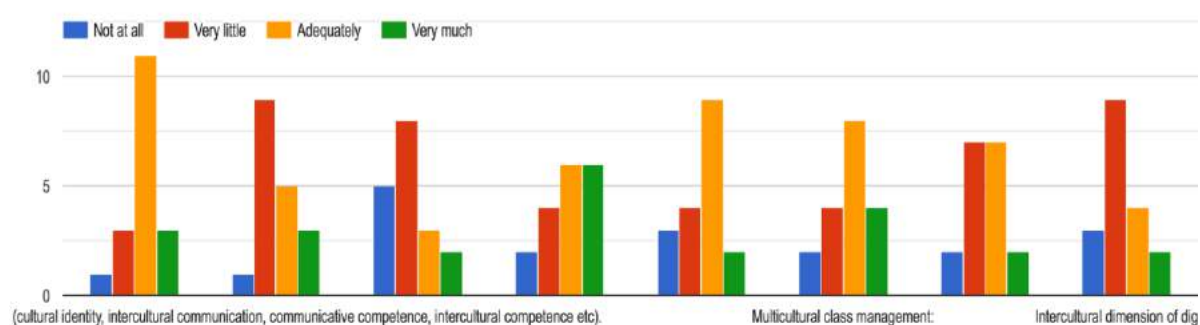
Very little: 9

Adequately: 4

Not at all: 3

Very much: 2

A7. To what extent are you familiar with the following topics, related to intercultural learning and teaching?



It is clear from the above results that the majority of educators are generally not adequately familiar with topics of intercultural learning and teaching, apart from knowledge of key concepts of culture and communication in the classroom. This indicates that work should be done in this aspect, and any new training course should include a module on these topics.

The second set of questions related to the intercultural dimension of respondents' working environment. Their **teaching/training institutions** were mostly located in inner city areas (12 out of 18 respondents), with 2 in suburban areas, 1 semi-rural, 1 in a town, 1 in a university campus and 1 freelancer.

When asked the **rough percentage of migrant learners that attend their classes**, respondents answered as follows:

5 respondents stated 100%

1 respondent stated 90%

1 respondent stated 60%

2 respondents stated 50%

1 respondent stated 40%

1 respondent stated 30%

1 respondent stated 25%
1 respondent stated 20%
1 respondent stated 10%
1 respondent stated 5%
1 respondent stated that they don't know
1 respondent stated that they run specific courses for migrants
1 respondent stated 0 in our definition of migrant.

With regard to institutions which have a written policy on issues relating to intercultural education, the responses were as follows:

10 respondents stated that their institution has a written policy on discrimination based on language, religion or ethnicity – which makes us wonder about the other 7, considering that 1 of our respondents is a freelancer. Discrimination of this kind is illegal, and a written policy should exist for all educational institutions.

9 respondents stated that their institution has a written policy on providing support for non-native speakers or people from different cultures. This is positive, but again, not adequate, as it represents only half of the respondents.

7 respondents stated that their institution has a written policy on international projects such as exchanges and mobilities.

Only 4 respondents stated that their institution has a written policy on valuing minority languages, which indicates that further work should be done in this aspect.

Moreover, only 2 respondents are very satisfied with their institution's approach to intercultural learning and teaching and 8 respondents are satisfied. 2 respondents are dissatisfied and 5 are neither satisfied nor dissatisfied. 1 respondent commented that there is no specific approach to intercultural learning and teaching. These results are somewhat positive, as a little more than half of respondents are satisfied with their institution's approach, but there is undoubtedly room for improvement.

When asked in what ways their institutions actively promote intercultural learning, respondents gave the following answers:

B5. In what ways does your institution actively promote intercultural learning? (Choose all that apply)

14 responses



Respondents gave very useful suggestions on how they would like their institution to improve with regards to intercultural learning and teaching. The main areas they mentioned are as follows:

- Material available online for classes, team work, case studies with activities. More sharing of ideas, use of technology.
- More training opportunities for teachers and volunteers on how to manage intercultural classrooms
- Legislation, dignity issues
- Funds to offer regular support to learners
- Greater understanding of cultural differences
- Valuing of languages other than English
- Understanding the importance of language and identity
- Bilingual education, management of multi-cultural classrooms, education models
- Citizenship, religion, media education
- Fostering intercultural awareness among students; fostering curiosity for other cultures through authentic material communication
- Cross-cultural politeness
- impact of trauma on learning. Barriers to learning in general
- Intercultural training, inclusion, social justice
- Increasing general knowledge about the migrant situation in general.
- Onboarding new students so they are prepared
- Clearer policy for staff for learning and teaching
- Better information on local habits and traditions to foreign learners
- Establish secure contracts for staff of all backgrounds.
- Valuing the contribution of international students to learning for the whole cohort.
- Better teaching training programme, very little is covered on intercultural situations in the classroom

The last set of questions referred to the educators' practice. When asked what difficulties they face, they stated the following:

- Different teaching and learning methods
- Coping with wide range of needs: Different levels of knowledge of the language, different educational levels, different backgrounds; attendance is a problem for adult learners who need to provide for their livelihoods
- Understanding how the range of cultural sensitivities and sensibilities in the room have to be negotiated when you are trying at the same time to be engaging.
- Cultural barriers of understanding different approaches to situations but not very often in my classes personally
- Some difficulties in communication
- I work with asylum seekers. Lack of good resources for adults. impact of the asylum system on people - disruption; movement; the 'hostile environment'¹; lack of investment; technical needs of more qualified people
- Getting them to work in groups with people from different backgrounds
- Impact of trauma on learning, working with students who have to learn how to learn.
- No confidence because they are women
- When they are illiterate.
- The assumption that English-language requirements will be waived for L2 speakers. Whatever language one uses, it must be used to appropriate effect! Otherwise, how can I assess students' knowledge/thinking?
- Attitudes of men from some cultures to women from other cultures
- I question my actions when I have a mixed audience and I need to do a lot of explaining for essays for instance, as some of them come from outside the British system so they do not know how to write assessments.
- None / NA

The final two questions asked what additional training or resources respondents needed to improve their teaching practice from an intercultural perspective, and also what should a training

¹ The '**hostile environment**' refers to the current UK Conservative government's immigration policy, which started in 2012. The first public reference to 'hostile environment' was when Theresa May, then Home Secretary, stated in 2012 "The aim is to create, here in Britain, a really hostile environment for illegal immigrants" <https://www.theguardian.com/uk-news/2017/nov/28/hostile-environment-the-hardline-home-office-policy-tearing-families-apart>. This policy is manifested in a series of measures against illegal migration. The following extract from a report by the Independent Chief of Borders and Migration (2016, p. 51) demonstrates the severity of the approach: "Senior managers said that it was unlikely that the strategy of making life and work difficult for illegal migrants would be abandoned, even if it could not be demonstrated definitively that the 'hostile environment' measures had led to an increase in voluntary returns or a reduction in the number of illegal migrants entering the UK. This was because it was the right thing to do, and the public would not find it acceptable that illegal migrants could access the same range of benefits and services as British citizens and legal migrants." https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/567652/ICIBI-hostile-environment-driving-licences-and-bank-accounts-January-to-July-2016.pdf

programme for educators include in general. The answers to these questions can be summarised below.

- More specific training on intercultural classroom management and diversity teaching
- More general knowledge about cultural backgrounds helps already
- Understanding of '**politeness**' and '**face**'. Shift from learning meanings of individual words to education as consciousness raising.
- Ability to understand how the background and context the participants come from affect one's attitude and behaviour in class (i.e. country where they come from, gender, circumstances that brought them to leave their country, etc.)
- Learning different teaching techniques that might be used with different learners. Ability to understand and deal with **behavioural and mental health issues** that might affect people from migrant background.
- Ability to deal with **diversity** at different levels.
- Introducing the understanding of **citizenship** in a wider sense as rights, participation - and belonging and identity not just official membership
- **Resources**, materials to promote intercultural awareness
- An understanding of the **gender bias** in teaching, understanding of being able to share time equally with students.
- It could be useful to have more knowledge of the **general situations facing migrants** in the countries they are coming from.
- **Specific examples of ice breaking exercises, specific activities I could do in my classroom and bring students together.**
- I think all volunteers would benefit from a **handbook with examples of difficult situations and how to handle them**
- **Nuanced approaches to cultural attitudes from practitioners** rather than models derived from research which are often out of date and seem to present a stereotypical view in certain cases.
- multicultural class management, many of the items presented in the scale above are currently missing from training and teachers need to learn this by meeting difficult situations in their teaching practice.
- **Culture, language, networking, how to support migrants with new businesses**
- Broad, **basic instruction in the cultural norms** that exist in the relevant countries/regions, particularly with reference to interpersonal relations.
- cultural awareness and tolerance, not just linguistic and teaching skills
- **listen to the voices of actual migrants.**
- **Intercultural competences:** Recognising and dealing with common behavioural patterns among different groups Understanding group dynamics Recognising and dealing with mental health issues Teaching techniques that might be adapted to different learners.
- Knowledge about the **impact of trauma on learning**
- Training on the power of culture in both directions - often cultural training looks outwards.
- **My experience is that a lot of people's issues with engaging with diverse cultures is a failure to recognise the impact of their own cultural perspectives and prejudices.**
- **Specific examples** of problematic situations and how they can be handled.
- A student-centred approach based around their needs in specific situations that enable migrants to function in their new environment

- sessions on cultural sensitivity, awareness of different learning systems, dealing with difficult subjects, **dealing with politics (especially with students from different political systems such as communist regimes)**

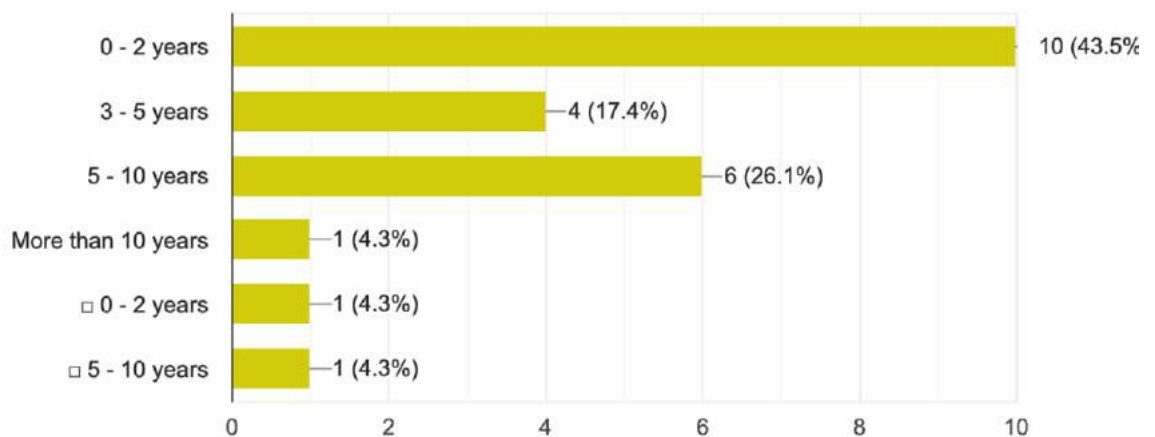
The above list is very useful and gives us a clear indication of the resources and material needed to design our course and handbook. The final report could group all of these responses into thematic categories.

3.1.2 UK Findings from Adult Migrant Learners' Responses

The online survey returned **23** responses. Of the 23 respondents, 11 have been living in the UK for less than 2 years, so they could be referred to as new migrants. 7 respondents have been living in the UK between 5-10 years, 4 respondents between 3-5 years and 1 has been living in the UK for more than 10 years.

A1. How many years have you been living in the UK?

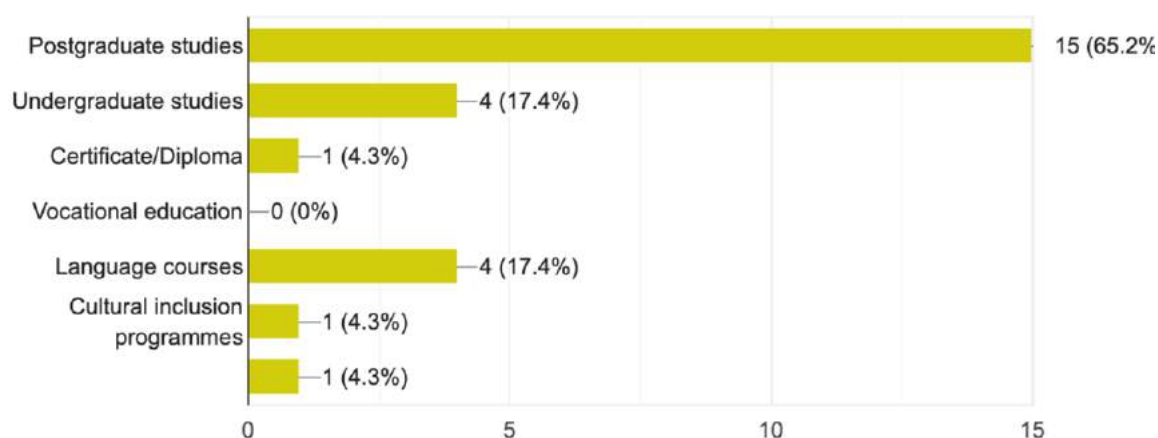
23 responses



The majority of respondents are attending or have attended postgraduate studies in the UK (15 out of 23), with 4 attending undergraduate studies and 4 attending language courses. 1 respondent also attended a certificate/diploma and 1 also attended a cultural inclusion programme. In this question, participants were allowed to choose more than one option.

What kind of educational programme/ training activity are you attending - either now or in the past?

23 responses



With regard to their experience as learners, 7 respondents (around 30%) stated that they are not facing any difficulties, which is positive. What works particularly well for them is (responses verbatim below):

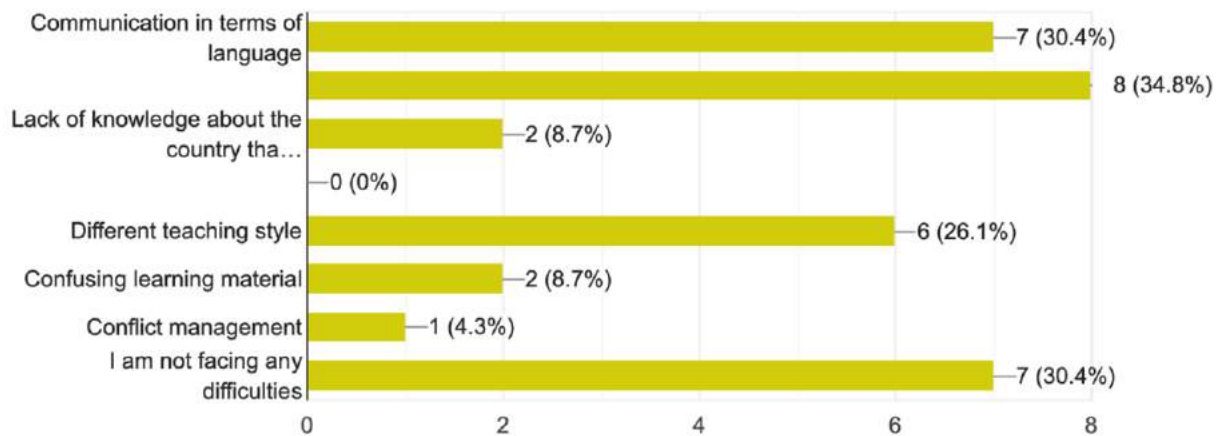
- I study in an international environment and my fellow students come from different countries. My teachers are also from different countries so this international environment makes feel welcome and accepted
- Time Management
- Tutors' Cultural awareness
- Good schedule
- Learning about particular behaviour examples for people from different cultural backgrounds

This information is useful, as it indicates the priorities of migrant learners and what really makes a difference in their learning experience. Still, the percentage of such positive experience was not high enough to generalise any findings, and around 70% of participants still stated that they are facing difficulties. Such difficulties included:

- Communication in terms of language – 7 respondents (around 30%)
- Lack of knowledge about the host country – 8 respondents (around 35%)
- Different teaching style – 6 respondents (around 26%)
- Confusing learning material – 2 respondents
- Conflict management – 1 respondent

B1. Are you facing any difficulties in your course? If so, what type?

23 responses



A few respondents (5 people – around 22%) also stated that they are facing difficulties in their relationships with their classmates and teachers. Specifically:

- They don't understand the extra effort students from non-English speaking countries need facing, particularly in a course where language is so important such as in counselling.
- It is almost about cultural perception of some actions or reactions in certain situations, for example when I come to a door and there is one else, I used to tell them please go first even if they offered me to go first, I insist that they go first. In my culture it is usual to return the offer as a kind of reward but here it sounds that you have to accept the offer and save the time.
- As people are from different countries, it's sometimes hard and stressful for me to ask something or approach them I'm not sure they will be offended or happy or what? This stress is interesting cause it's been more than 4 years that I'm in contact with international people but in academia things are different.
- I faced some issues when I undertook group work with a student from a different MSc course. We had different ideas on how the work should have been done and I felt that I have done most of the work. It was very frustrating.

8 respondents (around 35%) recounted an uncomfortable situation they experienced in class. The rest of the respondents stated that they never experienced any uncomfortable situation, which is very positive. Uncomfortable situations included the following:

- We had to choose our skills Practice groups. These groups will be the ones we'll be with for or external assessment. The only three non-speaking English as first language students (including myself) didn't have an option to mix up. We were left alone ...
- I told a female friend who was absent I missed you, but later on I realized that it could be misinterpreted and I had to say you were missed! actually she understood that it could be misinterpreted and clarified this.

- In my classes, I mean when I'm delivering tutorials, the most stressful part is when someone starts speaking with an unclear Scottish accent. It's easy to understand some of them but not all and whenever this thing happens, I ask them to repeat their question slowly and maybe louder and normally they are nice and understand you are not native and try to speak more clearly.
- I mentioned the issue (see above) to the course coordinator and they acknowledged and thanked me for the feedback. I think that group assignments are problematic and they should be set up differently.
- One teacher could not turn the recording software on and it would just keep saying that it doesn't work. Everybody sitting in the class knew that it was not going to work but nobody said that, and the teacher tried like 3 more times until she gave up. I think it was awkward for everybody because we're so young and good with technology and the teacher did not understand how it worked and could not fix the situation. I guess somebody should have gone down and helped her out or she could've asked for help.
- It was when I couldn't answer a question because of the lack of vocabulary. Everybody just waited, afterwards my tutor paraphrased the question, I came up with an adequate answer.
- It was sometimes uncomfortable when I mispronounced words in my class, because most of my classmates were native speakers of the English language.
- Maybe a more stressful situation when presenting projects in foreign language.

The main themes arising from the responses above are inclusion and language problems. Themes of politeness, relationship with the teacher in terms of formality, group dynamics and gender relations also came up, which tie in well with previous responses. This will be further elaborated in section 4 below.

Finally, the majority of respondents (16 – **around 70%**) stated that teachers/trainers of adult migrants need further training, which should include:

- How to make people from different cultures included; perhaps being more knowledgeable about ways of learning and relating
- I suppose trainers should be made aware of cultural differences among students. I do not believe trainers should adapt their lesson according to individual needs but should consider them in order to better understand their students
- Yes, they should be trained on how to deal with different cultures and languages, as I often found they have difficulties in dealing with non-native speakers or they don't know how to handle different cultural aspects.
- Yes, I do. I think that cultural awareness is paramount. Moreover, clarity about assignments and expectations need to be enhanced by the teaching staff to students who come from different academic background.
- Yes, maybe communicating in simpler ways or being able to understand that for a person who doesn't understand the language that well a simple repeating of the sentence will not help, they need to say things in a simpler meaning to actually explain them.
- It's a tough question. I think the educational institution/training centre should be taken into account. For example, when you're studying at university with native speakers, you

know that everybody is treated equally in terms of evaluation. It's your choice to take this challenge. But there are always feelings of anxiety because you can't express everything that smoothly as native speakers can especially in humanities where language plays a huge role. So I really don't know. But if the teachers work in a homogeneous environment it's different then and their teaching system is not divided. But still I'm not sure.

- Cultural differences / cultural awareness training. Better awareness of cultural references (3 respondents)
- Culture and emotional intelligence to be able to support better foreign students
- Yes, I do, especially training about intercultural competences that would help both teachers and students to communicate
- In cases where placements are involved, providing migrant adult learners with more information regarding seeking placements, how they work etc.
- They need to get further training on the methodology of teaching adults, as they learn in ways different from children.
- They do not analyse the theoretical background and focus only on simpler levels.
- Speech training would make communication easier for a non-native user of English.
- Teachers should focus more on feedback from migrant students.

3.1.3 UK PRELIMINARY CONCLUSIONS

Respondents' profiles: Educators

It is interesting to note that not all educators came from the UK, but in fact **the majority were migrants themselves**. Respondents taught a range of subjects in the Humanities, mainly languages and management. There were no respondents who taught any STEM or Arts subjects unfortunately. Their qualifications ranged from certificates to PhD, but most (61%) held a Master's degree or equivalent. Most respondents were also highly experienced, with half having more than 10 years' experience and only 33% having experience less than 5 years. Their experience in teaching or training migrants in particular was also high, as seen in section 3.1.1. Interestingly, half of the respondents had attended educational programmes or seminar on Intercultural Training and half had not. This is worth taking into account if we consider the high level of experience of respondents. The responses show that there are no standard programmes of intercultural education that educators must attend as part of their qualifications. For academics, it is compulsory to attend a 3-hour session on developing intercultural awareness as part of the LEADS or PGCAP courses (learning enhancement courses that academics are obliged to take in the first years of their appointment).

The results in 3.1.1 also show that **the majority of educators are not adequately familiar with topics of intercultural learning and teaching, apart from knowledge of key concepts of culture**

and communication in the classroom. This indicates that work should be done in this aspect, and any new training course should include a module on these topics.

Respondents' profiles: Learners

As seen in section 3.1.2, the majority of respondents are new migrants and have been living in the UK for less than 5 years. The majority of respondents are attending or have attended postgraduate studies in the UK (15 out of 23), with 4 attending undergraduate studies and 4 attending language courses. It is important to take into account that that level of education of these respondents is very high, and possibly also their level of English, which means that their experiences and needs are likely to be different from those with poor language skills and no qualifications.

Intercultural learning and teaching needs

It is evident that there is **no consistent approach to intercultural training by educational institutions – neither with regard to training educators nor with regard to teaching.** Despite this, little more than half of respondents are satisfied with their institution's approach. Still, **it is clear that a consistent approach is necessary.**

Respondents also gave very useful suggestions on **how they would like their institution to improve** with regard to intercultural learning and teaching. The main areas they mentioned are listed in section 3.1.1 and can be grouped into the following categories:

Improvement category	Respondents' comments
More training and material for educators	<p>Material available online for classes, team work, case studies with activities.</p> <p>Sharing of ideas and use of technology.</p>
	<p>More training opportunities for teachers and volunteers on how to manage intercultural classrooms.</p> <p>Better teaching training programme, very little is covered on intercultural situations in the classroom.</p> <p>Citizenship, religion, media education.</p> <p>Greater understanding of cultural differences. Fostering intercultural awareness among students; fostering curiosity for other cultures through authentic material communication.</p> <p>Cross-cultural politeness.</p> <p>Intercultural training, inclusion, social justice. Increasing general knowledge about the migrant situation in general.</p> <p>Better information on local habits and traditions to foreign learners.</p>
More material for learners	<p>Onboarding new students so they are prepared</p> <p>Sharing of ideas and use of technology.</p>
Legislation and policy	<p>Clearer policy for staff for learning and teaching. Legislation.</p> <p><u>ALSO</u>: Establish secure contracts for staff of all backgrounds.</p>
Funding	Funds
Valuing multiculturalism and multilingualism	<p>Valuing the contribution of international students to learning for the whole cohort.</p> <p>Valuing of languages other than English. Understanding the importance of language and identity. Bilingual education. Bilingual</p>

	education, management of multi-cultural classrooms, education models.
Impact of trauma on learning. Barriers to learning in general	

The following table summarises the difficulties faced by educators in their teaching practice, and the difficulties faced by migrant learners, grouped into appropriate categories. It is important to note that despite the learner respondents' high level of education, only 30% stated that they are not facing any difficulties.

Difficulty category	Respondents' comments (educators)	Respondents' comments (learners)
Different educational levels, different backgrounds → Different teaching and learning methods	I question my actions when I have a mixed audience and I need to do a lot of explaining for essays for instance, as some of them come from outside the British system so they do not know how to write assessments.	Different teaching styles and confusing learning materials.
Language	Different levels of knowledge of the language. Some difficulties in communication. The assumption that English-language requirements will be waived for L2 speakers. Whatever language one uses, it must be used to appropriate effect! Otherwise, how can I assess students' knowledge/thinking?	They don't understand the extra effort students from non-English speaking countries need facing, particularly in a course where language is so important such as in counselling. The most stressful part is when someone starts speaking with an unclear Scottish accent. It's easy to understand some

		<p>of them but not all and whenever this thing happens, I ask them to repeat their question slowly and maybe louder and normally they are nice and understand you are not native and try to speak more clearly.</p> <p>It was when I couldn't answer a question because of the lack of vocabulary. Everybody just waited, afterwards my tutor paraphrased the question, I came up with an adequate answer.</p> <p>It was sometimes uncomfortable when I mispronounced words in my class, because most of my classmates were native speakers of the English language.</p> <p>Maybe a more stressful situation when presenting projects in foreign language.</p>
Cultural barriers and sensitivities	Understanding how the range of cultural sensitivities and sensibilities in the room have to be negotiated	It is almost about cultural perception of some actions or reactions in

	<p>when you are trying at the same time to be engaging.</p> <p>Cultural barriers of understanding different approaches to situations.</p>	<p>certain situations, for example when I come to a door and there is one else, I used to tell them please go first even if they offered me to go first, I insist that they go first. In my culture it is usual to return the offer as a kind of reward but here it sounds that you have to accept the offer and save the time.</p> <p>As people are from different countries, it's sometimes hard and stressful for me to ask something or approach them I'm not sure they will be offended or happy or what? This stress is interesting cause it's been more than 4 years that I'm in contact with international people but in academia things are different.</p> <p>I told a female friend who was absent I missed you, but later on I realized that it could be misinterpreted and I had to say you were missed! actually she</p>
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		understood that it could be misinterpreted and clarified this.
Group work	Getting them to work in groups with people from different backgrounds.	<p>I faced some issues when I undertook group work with a student from a different MSc course. We had different ideas on how the work should have been done and I felt that I have done most of the work. It was very frustrating.</p> <p>We had to choose our skills Practice groups. These groups will be the ones we'll be with for or external assessment. The only three non-speaking English as first language students (including myself) didn't have an option to mix up. We were left alone ...</p> <p>I mentioned the issue (see above) to the course coordinator and they acknowledged and thanked me for the feedback. I think that group assignments are problematic and</p>

		they should be set up differently.
Lack of knowledge about the host country.		
Juggling work with study (esp. for asylum seekers)	Attendance is a problem for adult learners who need to provide for their livelihoods Impact of the asylum system on people - disruption; movement; the 'hostile environment' [see footnote above]; lack of investment; technical needs of more qualified people.	
Lack of resources	I work with asylum seekers. Lack of good resources for adults.	
Impact of trauma on learning	Working with students who have to learn how to learn.	
Gender	No confidence because they are women. Attitudes of men from some cultures to women from other cultures	
Illiteracy		

The final questions asked **what additional training or resources educators needed** to improve their teaching practice from an intercultural perspective, and also **what should a training programme for educators include** in general. The majority of migrant learners (16 – around 70%) stated that teachers/trainers of adult migrants need further training. The combined answers to these questions can be categorised below.

Training programme for educators should include:	Respondents' comments (educators)	Respondents' comments (learners)
Intercultural classroom management	Learning different teaching techniques that	Awareness of different

	<p>might be used with different learners.</p> <p>Multicultural class management, many of the items presented in the scale above are currently missing from training and teachers need to learn this by meeting difficult situations in their teaching practice.</p>	<p>educational backgrounds.</p> <p>Clarity about assignments and expectations need to be enhanced by the teaching staff to students who come from different academic background.</p> <p>They need to get further training on the methodology of <u>teaching adults</u>, as they learn in ways different from children.</p>
Intercultural awareness / Intercultural competences	<p>Recognising and dealing with common behavioural patterns among different groups Understanding group dynamics Recognising and dealing with mental health issues Teaching techniques that might be adapted to different learners.</p> <p>Sessions on cultural sensitivity, awareness of different learning systems, dealing with difficult subjects,</p> <p>Understanding of 'politeness' and 'face'. Shift from learning meanings of individual words to education as consciousness raising. Broad, basic instruction in the cultural norms that exist in the relevant countries/regions, particularly with reference to interpersonal relations.</p>	<p>How to make people from different cultures included; perhaps being more knowledgeable about ways of learning and relating.</p> <p>I do not believe trainers should adapt their lesson according to individual needs but should consider them in order to better understand their students</p> <p>Cultural awareness is paramount.</p>

	Ability to deal with diversity at different levels.	
Awareness of how to deal with non-native speakers		<p>Communicating in simpler ways or being able to understand that for a person who doesn't understand the language that well a simple repeating of the sentence will not help, they need to say things in a simpler meaning to actually explain them.</p> <p>I often found they have difficulties in dealing with non-native speakers or they don't know how to handle different cultural aspects.</p> <p>I think the educational institution/training centre should be taken into account. For example, when you're studying at university with native speakers, you know that everybody is treated equally in terms of evaluation. It's your choice to take this challenge. But there are always feelings of anxiety because you can't express everything</p>

		that smoothly as native speakers can especially in humanities where language plays a huge role. But if the teachers work in a homogeneous environment it's different then and their teaching system is not divided.
Knowledge of the general situations facing migrants in the countries they are coming from.	<p>Dealing with politics (especially with students from different political systems such as communist regimes).</p> <p>Ability to understand how the background and context the participants come from affect one's attitude and behaviour in class (i.e. country where they come from, gender, circumstances that brought them to leave their country, etc.)</p> <p>More general knowledge about cultural backgrounds.</p>	
Behavioural and mental health issues that might affect people from migrant background.	Knowledge about the impact of trauma on learning	
Introducing the understanding of citizenship in a wider sense	Citizenship as rights, participation - and belonging and identity not just official membership	
An understanding of the gender bias in teaching		

<p>A handbook with examples of difficult situations and how to handle them</p>	<p>Specific examples of ice breaking exercises, specific activities I could do in my classroom and bring students together.</p> <p>Specific examples of problematic situations and how they can be handled.</p> <p>Nuanced approaches to cultural attitudes from practitioners rather than models derived from research which are often out of date and seem to present a stereotypical view in certain cases.</p> <p>Resources, materials to promote intercultural awareness</p>	
<p>Self-reflection: the impact of educators' own cultural perspectives and prejudices.</p>		
<p>Listen to the voices of actual migrants.</p>		
<p>Help them with setting up their own business etc.</p>	<p>Help with setting up their own business.</p>	<p>In cases where placements are involved, providing migrant adult learners with more information regarding seeking placements, how they work etc.</p>

3.1.4 UK RECOMMENDATIONS

Use of the term 'migrant'

The first recommendation resulting from this needs analysis is to provide a clear explanation of what we mean by 'migrants', as this proved to be confusing for some respondents. UNESCO defines a migrant as "any person who lives temporarily or permanently in a country where he or she was not born, and has acquired some significant social ties to this country."² The UN's definition of migrant "... should be understood as covering all cases where the decision to migrate is taken freely by the individual concerned, for reasons of 'personal convenience' and without intervention of an external compelling factor" (ibid.). Our project adopts a broader definition of migrant that includes forced, involuntary migration. The partner countries have had an increasing number of asylum seekers and refugees in the past 5-7 years following conflicts and political instability in many parts of the world.

Preliminary recommendations based on the UK needs analysis

It is evident from the responses above that there is a need, acknowledged by both educators and learners, for intercultural training for educators of adult migrants. Responses by both educators and learners gave clear indications of what that training should include, based on the difficulties and challenges that they both face in the multicultural classroom. The main themes arising from the responses above are inclusion and language problems. Themes of politeness, group dynamics and gender relations also came up. Group work is also a recurring theme, and there were also comments on teaching migrants who have been through trauma, are juggling work with study or are illiterate.

Despite the clarity and usefulness of these results, they can neither be generalised nor used as the sole basis for developing the intercultural training course for our project. Even though the response target was met, the sample was not representative enough – e.g. the migrant learners were mostly educated and studying on MSc programmes. For this reason, this data needs to be combined with the data in O2 before the course is designed. O2 will consist of research on existing

²<http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/migrant/>

training programmes for educators on intercultural education aiming to point out the needs for update or the development of new material, as well as semi-structured interviews with educators and learners. These interviews will be compared to existing data on qualifications and competences available for the successful application of intercultural training.

3.2 ITALY RESULTS

3.2.1 Italian Findings from Educators' Responses

Findings related to educators teaching adult migrant involve the information collected through the on-line survey conducted among trainers who usually work in an intercultural context. They are linked to all questions described in paragraph 2.1. Among all trainers and educators involved in the survey, **32 people** filled in the questionnaire.

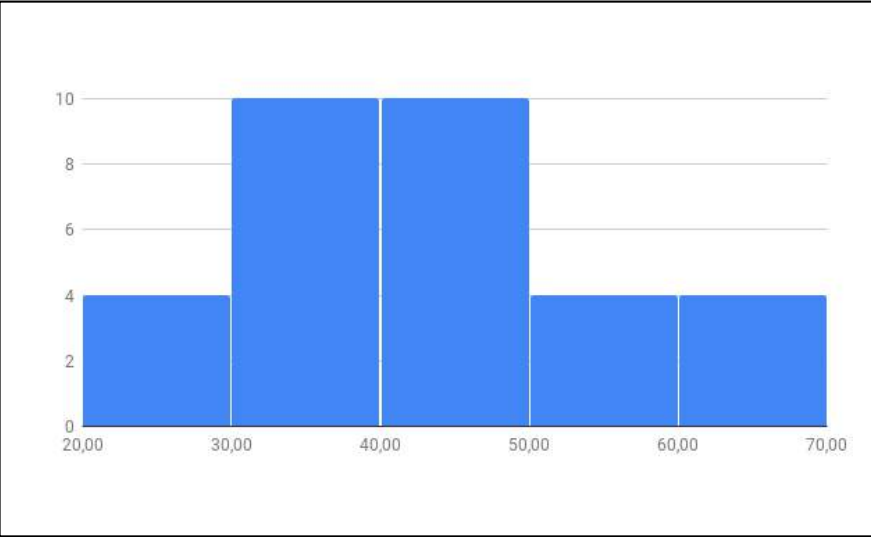
The Italian Database of involved Educators and Teachers includes **602** names and contact details. These have not been published here in accordance with GDPR rules, but the names are available for the UK Erasmus+ National Agency, which is funding this project.

The Italian Database of involved Adult Migrants includes 17 names, which are not published here for the same reasons. 2 learners filled in the questionnaire online and 15 filled it in in hard copy, face-to-face with a trainer. As mentioned elsewhere in this report, this allowed for richer data and more meaningful analysis.

A. Background and experience - Age

According to the collected questionnaires, people involved in the survey were between **22 to 69 years old** with a large number of people from **30 to 45 years old and an average of 42 years**.

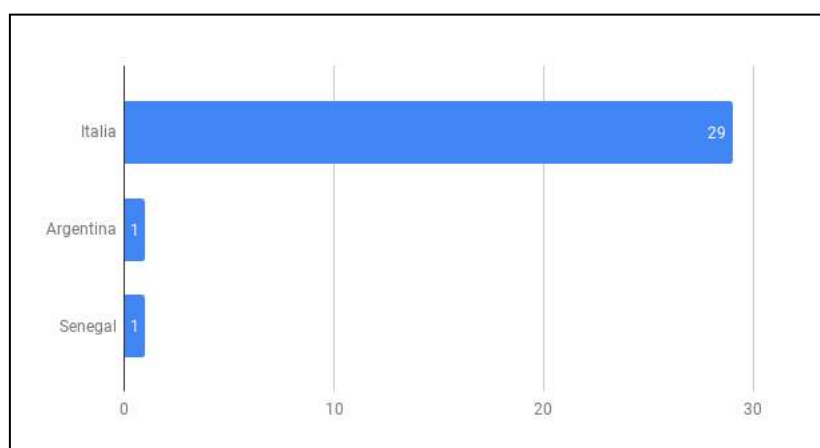
Questionnaire n.	Age:
1	40
2	30
3	34
4	33
5	51
6	38

7	
	46
8	59
9	46
10	30
11	49
12	30
13	30
14	48
15	56
16	47
17	60
18	51
19	38
20	40
21	43
22	41
23	36
24	39
25	22
26	61
27	28
28	69
29	29
30	62
31	48
32	27

A. Background and experience - Country of origin

According to the collected questionnaires, most of the people involved in the survey come from Italy, with only 2 exceptions that come From Argentina and Senegal.

Questionnaire n.	Country of origin:
1	Italia
2	Italia
3	Italia
4	Italia
5	Italia
6	Italia
7	Italia
8	Italia
9	Italia
10	Italia
11	Italia
12	Italia
13	Italia
14	Italia
15	Argentina
16	Italia
17	Italia
18	Senegal
19	italia
20	Italia
21	italia
22	italia
23	Italia
24	Italia
25	n.a.
26	Italia
27	Italia
28	italia
29	Italia
30	Italia
31	Italia
32	Italiana

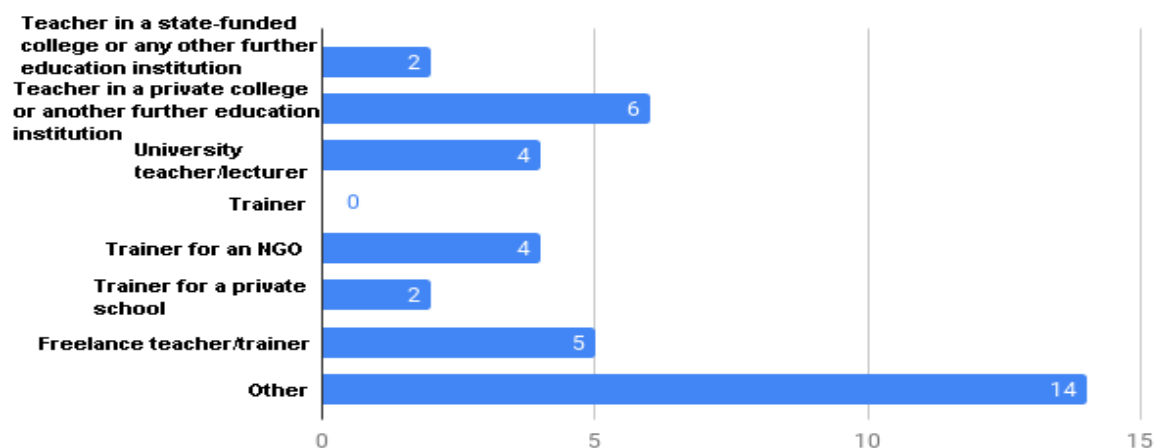


A1. Occupation

According to the questionnaires, all of the people involved in the survey are **teachers**. Most of them work in **Private institutions** or as **Freelancers**, but we also find **University teachers** and a lot of **operators working in reception centres**.

Questionnaire n.	Occupation:
1	Trainer for an NGO
2	Trainer for an NGO

3	Teacher in a private college or another further education institution/ psychotherapist
4	Manager CAS reception centre
5	University teacher/lecturer/ Freelance teacher/trainer
6	CAS Reception centre operator - socio-cultural activities operator
7	University teacher/lecturer / Freelance teacher/trainer
8	CFP Director
9	University teacher/lecturer/ Freelance teacher/trainer
10	Legal operator at Tolbà Association
11	Teacher
12	Italian Teacher in a social enterprise
13	Teacher in a private college or another further education institution / Freelance teacher/trainer
14	Teacher in a private college or another further education institution / Freelance teacher/trainer
15	University researcher
16	Teacher in a private college or another further education institution
17	Trainer for an NGO
18	Intercultural mediator
19	Trainer for an NGO
20	Reception operator
21	Teacher in a private college or another further education institution
22	Social operator in a SPRAR centre - reception operator for asylum seekers
23	Psychologist
24	
25	
26	Teacher in a state-funded college or any other further education institution
27	Teacher in a private college or another further education institution
28	Italian Teacher in an ONLUS association
29	Teacher in a state-funded college or any other further education institution
30	University teacher/lecturer / Teacher/
31	Trainer for a private school
32	Trainer for a private school



A2. Teaching subject: What subject(s) are you teaching in your classes/courses?

According to the collected questionnaires, most people involved in the survey are **Italian teachers**, but in the sample we also find immigration Law, Citizenship education, Cultural integration and woodwork teachers.

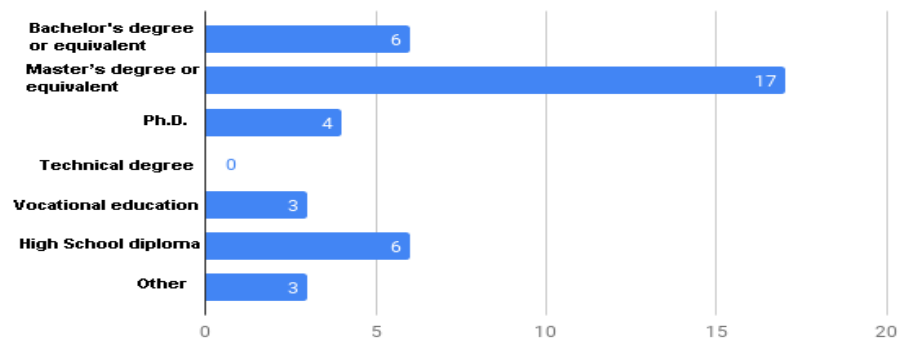
Questionnaire n.	Subject(s):
1	Immigration law
2	Italian
3	Reception and guidance
4	n.a.
5	Italian / English
6	n.a.
7	Sociology and psychology
8	n.a.
9	Management
10	n.a.
11	Italian
12	Italian
13	Italian
14	Italian
15	Spanish
16	Italian
17	n.a.
18	Intercultural mediation
19	Italian
20	Citizenship education
21	Italian
22	Social inclusion
23	Cultural integration
24	Woodwork
25	n.a.
26	Math

27	Art history
28	Italian
29	Italian
30	n.a.
31	Italian
32	Italian

A3. Your qualifications

According to the collected questionnaires, most people involved in the survey have a **Master's degree or equivalent**. Only a few of them have a vocational qualification or a high school diploma.

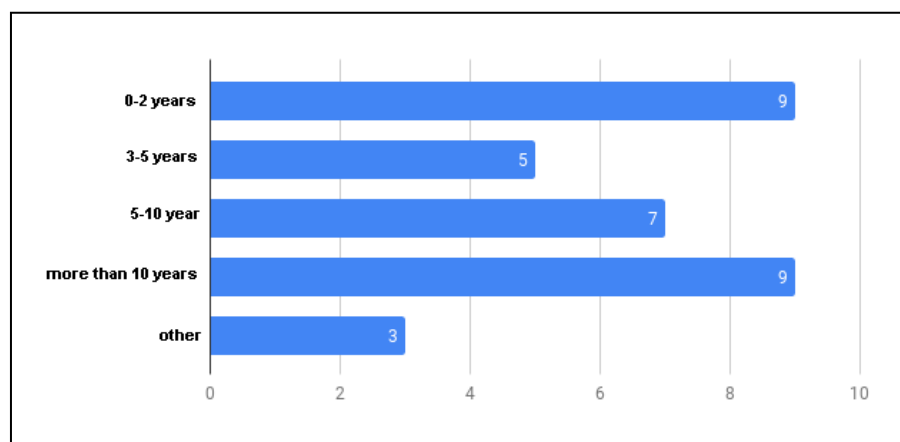
Questionnaire n.	Qualification:
1	Bachelor's degree or equivalent
2	Bachelor's degree or equivalent
3	Master's degree or equivalent
4	Certificate of civic education and guidance
5	Master's degree or equivalent
6	High school diploma
7	Master's degree or equivalent, Ph.D.
8	Formazione tecnica/ Vocational education
9	Ph.D.
10	High school diploma
11	Bachelor's degree or equivalent
12	Master's degree or equivalent, Italian Master
13	Master's degree or equivalent
14	Formazione tecnica/ Vocational education/ High school diploma
15	Ph.D.
16	Master's degree or equivalent
17	High school diploma
18	Bachelor's degree or equivalent
19	Master's degree or equivalent
20	Master's degree or equivalent
21	Master's degree or equivalent
22	Master's degree or equivalent
23	Master's degree or equivalent, Certificate of Pscycologic evaluation and counseling
24	Formazione tecnica/ Vocational education/ High school diploma
25	Bachelor's degree or equivalent
26	Master's degree or equivalent
27	Master's degree or equivalent
28	High school diploma
29	Master's degree or equivalent
30	Bachelor's degree or equivalent, Master's degree or equivalent, Ph.D.
31	Master's degree or equivalent
32	Master's degree or equivalent



A4. Your experience in the field of teaching/training?

According to the collected questionnaires, most people involved in the survey have **between 5 to more than 10 years of experience in the field of teaching/training**. There's also a large group of teachers involved who have less than 2 years' experience.

Questionnaire n.	Experience:
1	3 - 5 years
2	0 - 2 years
3	3 - 5 years
4	5 - 10 years
5	More than 10 years
6	Many years
7	More than 10 years
8	More than 10 years
9	More than 10 years
10	3 - 5 years
11	20 years
12	0 - 2 years
13	5 - 10 years
14	0 - 2 years
15	More than 10 years
16	More than 10 years
17	3 - 5 years
18	5 years with asylum seekers
19	0 - 2 years
20	5 - 10 years
21	5 - 10 years, More than 10 years

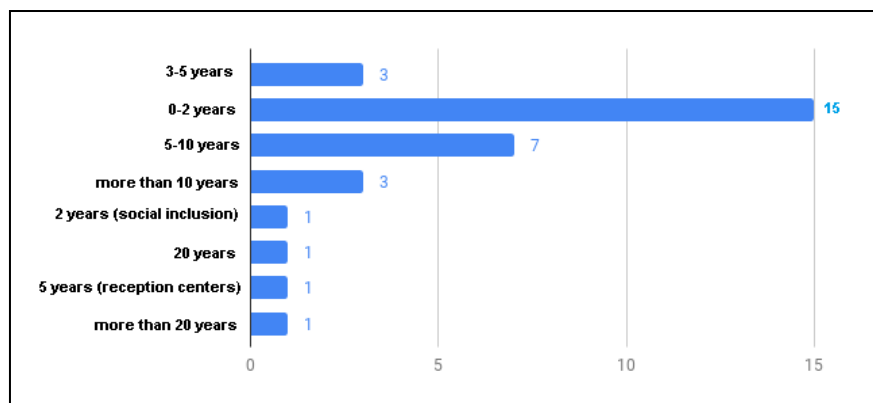


22	5 - 10 years
23	0 - 2 years
24	0 - 2 years
25	0 - 2 years
26	More than 10 years
27	0 - 2 years
28	5 - 10 years
29	3 - 5 years
30	More than 10 years
31	5 - 10 years
32	0 - 2 years

A5. Your experience in teaching/training migrants in particular (either exclusively, or in mixed classes)

According to the questionnaires, most of the people involved in the survey have **less than 2 years' experience in the field of teaching/training migrants in particular**. There is also a large group among the teachers involved who have between 5 to more than 10 year of experience.

Questionnaire n.	Experience:
1	3 - 5 years
2	0 - 2 years
3	0 - 2 years
4	5 - 10 years
5	More than 10 years
6	2 years (social inclusion)
7	5 - 10 years
8	5 - 10 years
9	0 - 2 years
10	0 - 2 years
11	20 years
12	0 - 2 years
13	0 - 2 years
14	0 - 2 years
15	More than 10 years
16	More than 10 years
17	3 - 5 years
18	5 years (reception centres)
19	0 - 2 years

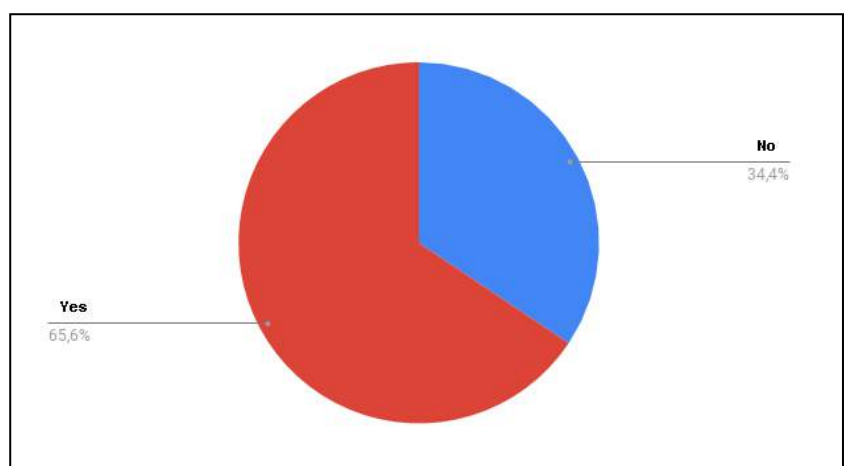


20	3 - 5 years
21	5 - 10 years
22	5 - 10 years
23	0 - 2 years
24	0 - 2 years
25	0 - 2 years
26	0 - 2 years
27	0 - 2 years
28	5 - 10 years
29	0 - 2 years
30	More than 20 years
31	5 - 10 years
32	0 - 2 years

A6. Have you attended educational programmes/ seminars in Intercultural Training?

According to the questionnaires, **65,6% of people attended educational programmes/ seminars in Intercultural Training**, while the remaining 34,4% did not attend any.

Questionnaire n.	<i>Educational programmes/ seminars:</i>
1	No
2	Yes
3	Yes
4	Yes
5	Yes
6	Yes
7	Yes
8	Yes
9	Yes
10	Yes
11	Yes
12	Yes
13	Yes
14	No
15	Yes
16	No
17	No
18	Yes
19	No
20	No
21	No
22	Yes
23	Yes
24	No
25	No



26	No
27	No
28	Yes
29	Yes
30	Yes
31	Yes
32	Yes

A6.1 If yes, please indicate the title of the programme(s)/ seminar(s), and the duration:

According to the collected questionnaires, involved people who attended educational programmes/ seminars in Intercultural Training, were involved in different kinds of training, but in particular they attended courses about the **laws concerning asylum and international protection and intercultural mediation**. The duration of the courses they attended were very varied: **from 8 hours to 500/600 hours of training delivered over periods ranging from a few days to many months**.

Questionnaire n.	<i>Educational programmes/ seminars and duration:</i>
1	
2	"Bridging the Gap", training course in Armenia
3	
4	<p>2012 – Promwelfare - "Protection networks aimed at international protection holders and seekers. Training workshop for local health and social services workers. "</p> <p>2012 - Promwelfare - Bologna "Right of asylum refugees in Emilia-Romagna and in Italy"</p> <p>2016 - MeltingPot Europe - Padova – “Asylum training day: personal interview between the applicant for international protection and the Territorial Commission”</p> <p>2016 – Caritas – Piacenza – “Intercultural training for educators, operators and teachers to cross cultural diversity through theater and dance”</p> <p>2017 - Asylum in Europe and MigraBO – Bologna “Asylum applications based on sexual orientation and gender identity.”</p> <p>2017 – Avvocato Barbara Spinelli - Bologna - "Training course for operators in the field of collection techniques for the history of asylum seekers and updating on the regulatory framework in the field of international protection, with case history”</p>

	<p>2017- Prefettura and Ausl - Piacenza- "To Improve the relationship with the migrant users"</p> <p>2017 – Asylum in Europe - Bologna- "Take care of what is not seen"</p> <p>2017 – Verona – ASGI - "Training Course on international protection for reception operators, lawyers and volunteers - host projects for adult asylum seekers" 7 and 14 July 2017.</p> <p>2017 – Asilo in Europa- Bologna- "Asylum in Europe": European and national policies on asylum two years after the EU migration agenda</p> <p>2017- Prefettura - Piacenza - Operators training "VOLUNTARY ASSISTED RETURN OF CITIZENS OF THIRD COUNTRIES FROM ITALY"</p> <p>2017- Genova-ASGI - "Dependencies inside and outside the reception: pathology, deviance and "failure" of the autonomy paths "</p> <p>2018 - Updating training courses for psychologist and legal operator</p>
5	Many / Different duration
6	
7	Pedagogy of social mediation, 600 hours
8	Bologna - Regional services 8 hours
9	Cultural anthropology course - 48 hours
10	Training for legal operator
11	Many / Different duration (from 1 week to 3 months)
12	Qualification training for Intercultural mediation, 500 hours
13	
14	
15	Master
16	
17	
18	"From reception to integration. Role of Regions", 2 days
19	
20	
21	
22	Trainings in the field of etno-psychology and trainings about tool and work methodologies with migrants.
23	Training days 12-13-14 October 2016 "Storytelling and intercultural context" promoted by Social Theatre "Training for Trainers" (European University of Rome and African Study Center of Torino in partnership with CreatvAfrica 2016 of Torino)
24	
25	
26	
27	
28	Training course promoted by SSP net, 4 days
29	CEDILS Course promoted by "Ca Foscari" of Venezia

30	"Migrants 2011" promoted by University for Foreign people of Reggio Calabria "Women and intercultural approaches 2002"
31	Many
32	

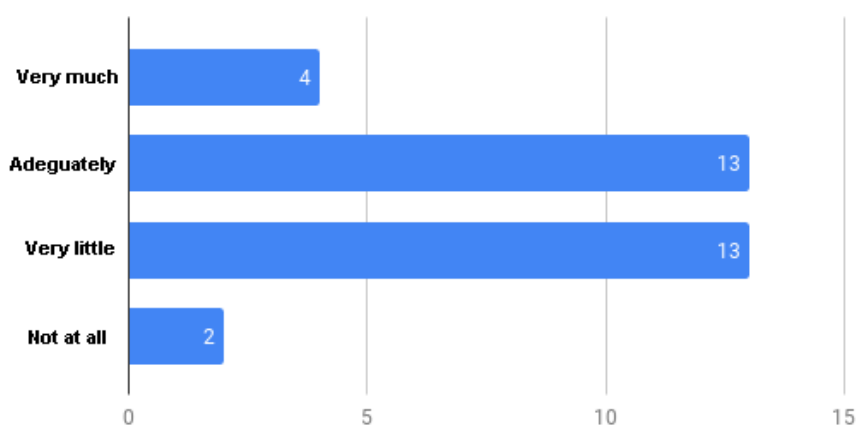
A7. To what extent are you familiar with the following topics, related to intercultural learning and teaching?

According to the collected questionnaires, involved people declared to be **very familiar** with the topics **Intercultural dimension of dignity**, **Current context of migration in Italy** and **Intercultural perspective of time, work and leisure**. On the contrary, the topics that interviewed people **don't know at all** or don't know very well are **Key concepts of culture and communication in the classroom** and **Educational models**.

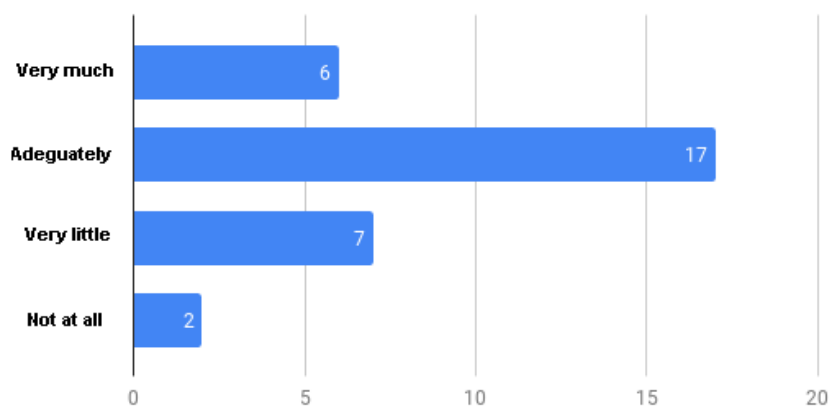
Questionnaire n.	Familiarity with the topics							
	Key concepts of culture and communication in the classroom	Current context of migration in Italy	Legislative framework for the education of migrants	Bilingual/multilingual education	Educational models	Multicultural classroom management	Intercultural perspectives of time, work and leisure	Intercultural dimension of dignity
1	Very little	Very much	Very much	Very much	Not at all	Very little	Very little	Adequately
2	Very much	Adequately	Adequately	Very much	Adequately	Very much	Very much	Adequately
3	Very much	Very much	Very much	Adequately	Very much	Very much	Very much	Very much
4	Adequately	Very much	Very much	Very much	Adequately	Adequately	Adequately	Very much
5	Very much	Very much	Very much	Very much	Very much	Very much	Very much	Very much
6	Adequately	Adequately	Adequately	Adequately	Very little	Adequately	Very little	Very little
7	Adequately	Very little	Very little	Very little	Adequately	Adequately	Adequately	Very much
8	Adequately	Adequately	Adequately	Adequately	Very little	Adequately	Very little	Adequately
9	Adequately	Very little	Not at all	Adequately	Very little	Adequately	Adequately	Very little

10	Very much	Very much	Very much	Adequately	Adequately	Very little	Adequately	Very little
11	Adequately	Adequately	Adequately	Adequately	Adequately	Adequately	Adequately	Very little
12	Very much	Adequately	Very much	Very much	Very much	Very much	Very much	Adequately
13	Very much	Adequately	Adequately	Very much	Very much	Very much	Very much	Very much
14	Very little	Very little	Very little	Very little	Very little	Not at all	Very little	Very little
15	Adequately	Adequately	Adequately	Adequately	Adequately	Adequately	Adequately	Adequately
16	Very much	Very little	Very little	Very much	Very much	Very much	Very much	Very much
17	Adequately	Adequately	Adequately	Not at all	Adequately	Adequately	Adequately	Very much
18	Very much	Very little	Adequately	Adequately	Adequately	Very little	Very little	Very little
19	Very much	Adequately	Adequately	Adequately	Adequately	Adequately	Adequately	Very much
20	Very little	Adequately	Adequately	Very little	Very little	Very little	Very little	Adequately
21	Adequately	Very much	Adequately	Very little	Adequately	Adequately	Very much	Very much
22	Adequately	Adequately	Very much	Adequately	Adequately	Adequately	Very much	Very much
23	Very much	Adequately	Adequately	Very little	Very much	Very much	Very much	Very much
24	Very little	Adequately	Not at all	Not at all	Not at all	Very little	Not at all	Not at all
25	Adequately	Adequately	Adequately	Very little	Very little	Very little	Adequately	Adequately
26	Not at all	Very little	Very little	Not at all	Not at all	Not at all	Very little	Adequately
27	Very much	Very little	Very little	Adequately	Very little	Adequately	Adequately	Very much
28	Very much	Adequately	Very little	Very much	Very little	Very much	Adequately	Adequately
29	Very much	Not at all	Not at all	Very little	Adequately	Very little	Adequately	Adequately
30	Adequately	Adequately	Adequately	Adequately	Adequately	Very little	Very much	Very much
31	Adequately	Adequately	Adequately	Very much	Adequately	Adequately	Adequately	Adequately
32	Not at all	Not at all	Not at all	Not at all	Not at all	Not at all	Not at all	Not at all

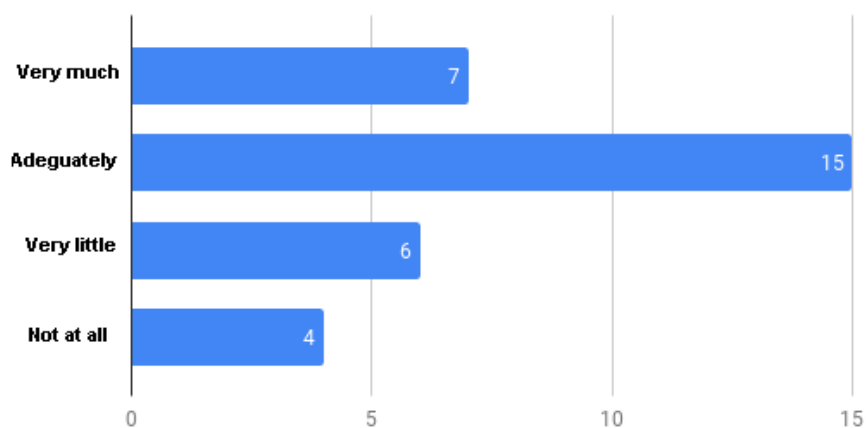
A7.1 Key concepts of culture and communication in the classroom



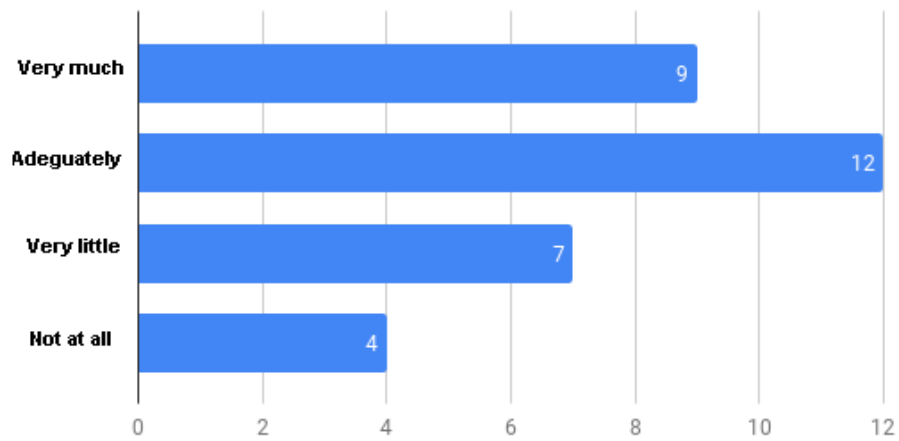
A7.2 Current context of migration in Italy



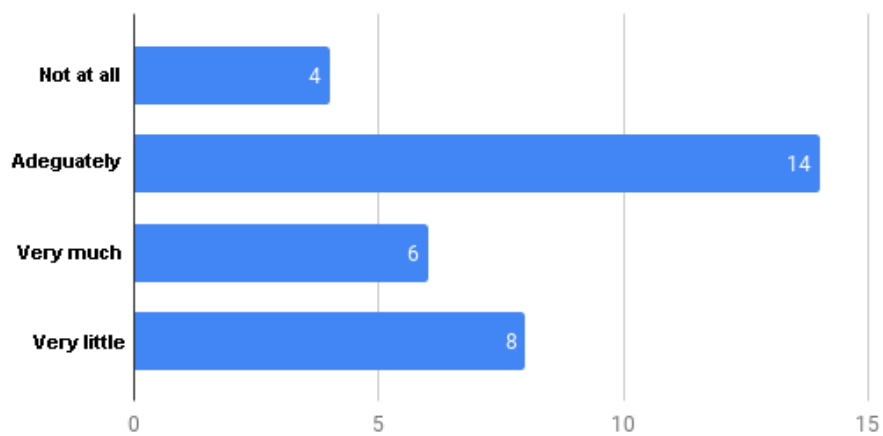
A7.3 Legislative framework for the education of migrants



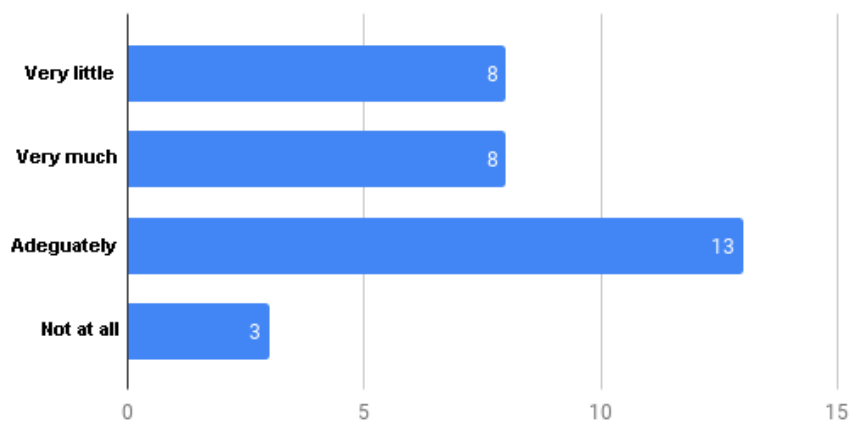
A7.4 Bilingual/ multilingual education



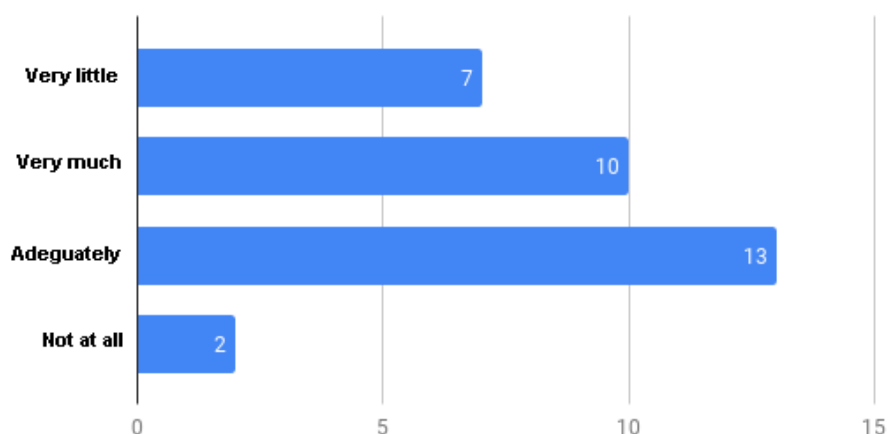
A7.5 Educational models



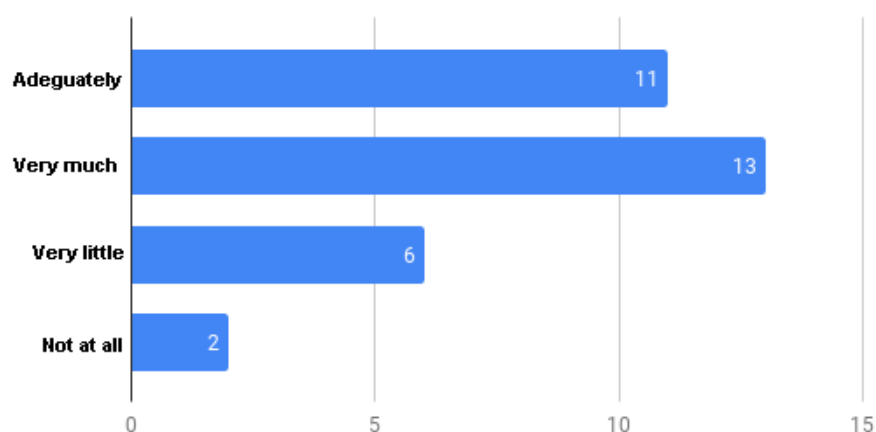
A7.6 Multicultural class management



A7.7 Intercultural perspectives of time, work and leisure



A7.8 Intercultural dimension of dignity

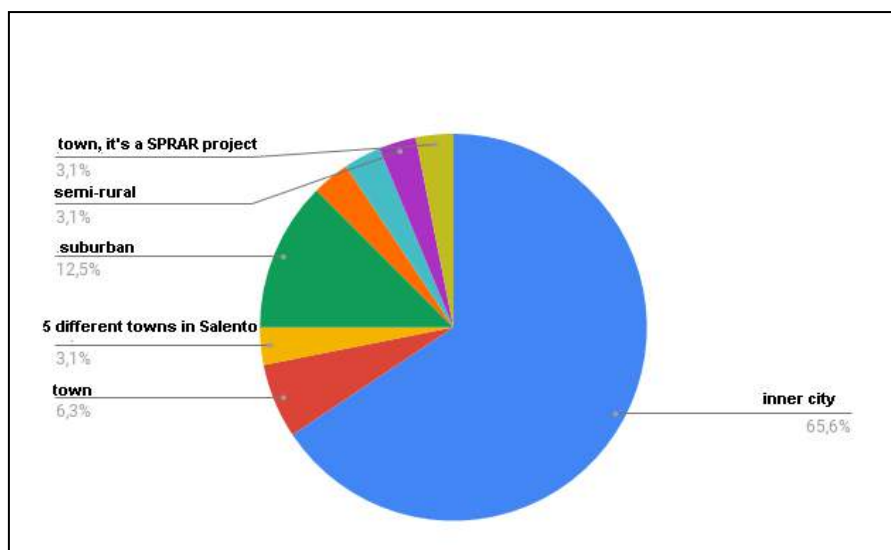


B1 Where is your teaching/training institution located?

According to the collected questionnaires, institutions where involved people work are primarily located in the **inner city**.

Questionnaire n.	Location
1	inner city
2	inner city
3	inner city
4	town
5	inner city
6	5 different towns in Salento (Lecce)
7	inner city
8	suburban

9	inner city
10	inner city
11	different locations (inner city, suburban)
12	inner city, semi-rural
13	inner city
14	inner city
15	inner city
16	inner city
17	inner city
18	suburban
19	semi-rural
20	inner city
21	suburban
22	inner city
23	Town. It's not a training institution, but a project of cultural integration and the location is municipality and Enterprise's seat (laboratories of cultural integration)
24	inner city
25	inner city
26	inner city
27	inner city
28	suburban
29	town
30	inner city
31	inner city
32	inner city



B2 What is the (rough) percentage of migrant learners that attend your classes?

According to the questionnaires, the percentage of migrant learners attending the lessons of the teachers involved in the research is an average of **52%**. This data does not consider the answers given with other information, such as the number of students.

Questionnaire n.	Percentage of migrant learners
1	70%
2	100%
3	10%
4	In 7 years I hosted more and less 150 people
5	100%
6	50%
7	10%
8	More and less 50 person per year
9	2%
10	20 students
11	10%
12	100%
13	100%
14	Low
15	30%
16	400 students per year
17	100%
18	0%
19	100%
20	20%
21	20%
22	People attend external language courses
23	70%
24	100
25	50%
26	0,20%
27	20%
28	100%
29	0%
30	More and less 10%
31	100%
32	6%

B3 Does your institution have a written policy on the following? If you are freelance, are you following a National policy on the following in your teaching activities? (tick all that apply).

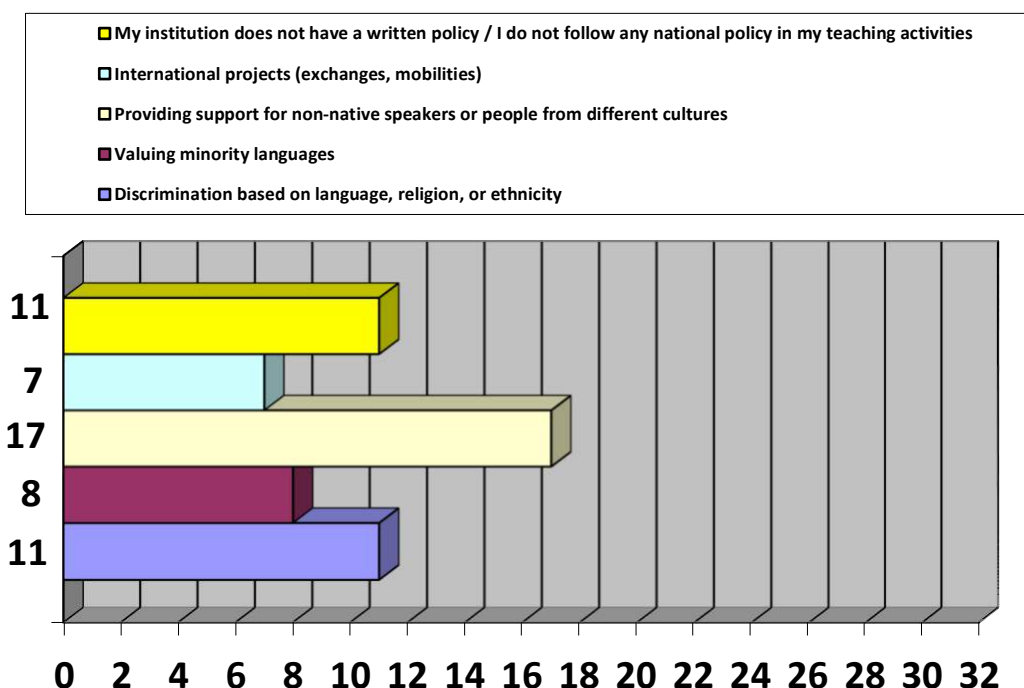
According to the questionnaires, most of the institutions where teachers work have a written policy about **Providing support for non-native speakers or people from different cultures**, while

only a **few of them have a written policy about International projects**. Nevertheless, the results also show that there are a lot of institutions that do not have *any* written policy.

Questionnaire n.	Discrimination based on language, religion, or ethnicity	Valuing minority languages	Providing support for non-native speakers or people from different cultures	International projects (exchanges, mobilities)	My institution does not have a written policy / I do not follow any national policy in my teaching activities
1					x
2					x
3	x				
4	x		x	x	
5		x		x	
6					x
7		x			
8					x
9			x	x	
10	x		x	x	
11					x
12	x	x		x	
13			x		
14			x		x
15	x		x	x	
16	x				
17					x
18	x				
19					x
20					x
21			x	x	
22	x		x		
23			x		x
24				x	
25		x			
26					x
27	x		x	x	
28			x		
29			x	x	
30			x	x	
31	x		x		
32	x		x		

Answers	n.
Discrimination based on language, religion, or ethnicity	3
Discrimination based on language, religion, or ethnicity, Providing support for non-native speakers or people from different cultures	2

Discrimination based on language, religion, or ethnicity, Providing support for non-native speakers or people from different cultures, International projects (exchanges, mobilities)	1
Discrimination based on language, religion, or ethnicity, Valuing minority languages, Providing support for non-native speakers or people from different cultures	1
Discrimination based on language, religion, or ethnicity, Valuing minority languages, Providing support for non-native speakers or people from different cultures, International projects (exchanges, mobilities)	4
My institution does not have a written policy / I do not follow any national policy in my teaching activities	9
International projects (exchanges, mobilities)	1
Providing support for non-native speakers or people from different cultures	2
Providing support for non-native speakers or people from different cultures, My institution does not have a written policy / I do not follow any national policy in my teaching activities	2
Providing support for non-native speakers or people from different cultures, International projects (exchanges, mobilities)	4
Valuing minority languages	1
Valuing minority languages, International projects (exchanges, mobilities)	1
Valuing minority languages, Providing support for non-native speakers or people from different cultures	1
Total	32



B4 How satisfied are you with your institution's approach to intercultural learning and teaching?
If you are a freelancer, please comment on your own approach.

According to the questionnaires, most of the teachers involved declared to be **satisfied or very satisfied** with the approach of their institution to intercultural learning and teaching.

Questionnaire n.	<i>Satisfaction</i>
1	There is no specific approach to intercultural learning and teaching. Experiences gave the the possibility to change my attitudes.
2	Satisfied
3	Satisfied
4	I can't answer
5	Neither satisfied nor dissatisfied My institution sometimes doesn't work with expert Italian teachers.
6	Neither satisfied nor dissatisfied
7	Neither satisfied nor dissatisfied
8	Satisfied. We try to do our best.
9	Dissatisfied
10	Very satisfied
11	Dissatisfied of various teaching context.
12	Very satisfied
13	Very satisfied
14	Satisfied. I always try to get something.
15	Very satisfied
16	Very satisfied
17	Not enough.
18	Satisfied
19	Satisfied
20	Very satisfied
21	Very satisfied
22	Very satisfied
23	Satisfied.Cultural integration activities with cultural identification processes and inclusion processes.
24	Very satisfied
25	Satisfied
26	Dissatisfied
27	Dissatisfied. There are a lot of foreign young people, but few teachers that are able to interact with them. A lot of teachers don't know English or have some problems with migrants. At the same time, many teachers help migrants and promote exchanges and mobility activities in order to make easier the integration.
28	Satisfied
29	Satisfied
30	Satisfied
31	Satisfied
32	Very satisfied

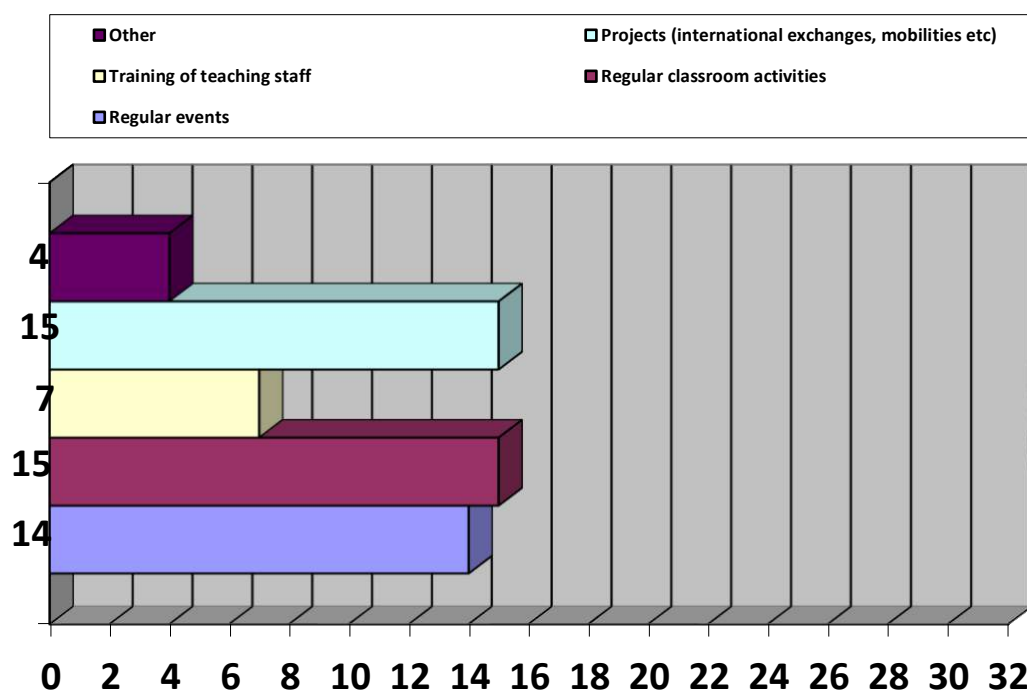


B5. In what ways does your institution actively promote intercultural learning? (Choose all that apply)

According to the questionnaires, most of the institutions promote intercultural learning though the management of **Projects about international exchanges, mobilities**, etc.. Some of them do not promote intercultural learning at all and only a few of them manage Training courses addressed to teaching staff.

Questionnaire n.	Regular events	Regular classroom activities	Training of teaching staff	Projects (international exchanges, mobilities etc)	Other
1				X	
2		X			
3	X		X		
4	X	X	X	X	
5					Nothing
6	X			X	
7		X		X	
8	X	X	X	X	
9				X	
10		X		X	School support, Italian language courses, Driving courses for foreign people etc..
11					Nothing
12			X	X	
13		X	X		
14	X				
15	X	X		X	
16		X	X		
17	X	X		X	
18	X				
19		X		X	

20	x				
21	x	x			
22	x			x	
23	x				
24					
25	x				
26					
27		x		x	
28		x			
29				x	
30				x	Erasmus Project
31	x	x			
32		x	x		



B6 Please identify the 3 main areas where you would like your institution to improve with regard to intercultural learning and teaching.

According to the questionnaires, the operators involved declared that their institutions need to improve the areas regarding **Intercultural communication/Management of intercultural groups, Management of intercultural events and Management of intercultural exchange projects addressed to migrants.**

Questionnaire n.	Areas of improvement
1	Intercultural communication, Language training, Management of intercultural classes

2	Specific didactic support, Training courses for teachers , Creation of groups withinin the intercultural class according to the starting level of students .
3	Italian language , Maths, Equal opportunities.
4	Individual activities.
5	Training courses for teachers , Increase of teaching hours, Group event
6	Direct communication with beneficiaries, awareness of individuals.
7	Events, Training courses for teachers , Interexchange .
8	Culture of language , religion and free time.
9	English language , Case studies from other cultural context, Intecultural exchange .
10	Press communication and communication activities.
11	Multiple Language courses (ex. methodologies CLIL).
12	Meetings and dialogue with public schools in order to promote informative and intercultural projects and activities .
13	Training , outdoor training, exchange with other schools.
14	Training
15	None
16	None
17	Creation of groups withinin the intercultural class according to the starting level of student , More learning tools.
18	Fight against cliché
19	Training courses for teachers , improvement of tools and locations, Increase of teaching hours
20	Training courses for teachers , International exchange , European programmes .
21	None
22	Interaction with local net
23	Intercultural teaching about Labour market, time and free time .
24	
25	I don't know
26	Intecultural exchange , Management of periodical event
27	English courses for teachers , Fight against ghettoisation in a group class , Integration of minorities in a group class .
28	Job search.
29	I don't know.
30	Intecultural exchange , stage
31	International exchange , Mobility, Training courses for teachers
32	Training courses for teachers

C1. What kind of difficulties, if any, do you face as a teacher/trainer of adult migrants?

According to the questionnaires, the operators involved declared that the main difficulties in the management of a class of adult migrants refer to the **Management of different cultures**, the **Management of groups with different starting levels** and different school background and the **Lacking of motivation of migrants to study**.

Questionnaire n.	<i>Difficulties</i>
1	Integration of different cultures.
2	Manage groups with different levels of knowledge of Italian language ; racism; reticence of Arabic Women ; low motivation to study.
3	Acceptance from hosting country.
4	To help migrant at facing to the reality , in comparison with their initial dreams.
5	Project coordinators, that make more complex the management of the training course.
6	Differences among adult migrants goals : someone, for example, wants "only" to be an asylum seeker and not a refugee. Different skills, school paths : teacher has to manage in the same class illiterate people with people that have a degree. The awareness of migrants that the knowledge of the Language often will not help them in the process of status recognition.
7	Different cultural approaches.
8	Cultural differences in mangement of times and rules.
9	Relationship and social difficulties.
10	It's very difficult to teach Italian to illiterate people.
11	Emergent racism amont operators.
12	Differences among learning characteristics of each migrant , theirs skills, linguistic and cultural background.
13	Low level of reception that they receive in other institutions.
14	Cultural differences
15	None
16	None
17	Reticence
18	None
19	Different starting levels of people in the same class.
20	Cultural differences
21	Low motivation to study a language
22	None
23	Some migrants, for theirs personal path, avoid to be involved in a real cultural integration process
24	None
25	Communication difficulties
26	None
27	Ghettoisation episodes make impossible the integration in a class.
28	Low initial school background.
29	I don't know.
30	The language
31	Different starting levels , different skills, different countries of origin, high number of students.
32	None

C2. Describe a specific example of an uncomfortable situation that you experienced in your class. What happened, what was the difficulty and how did you handle it? What resources were you missing to address the problem? Could it have been handled differently?

According to the questionnaires, the operators involved declared that the uncomfortable situations they have lived during their teaching experience refer to the **Management of different groups of people in the same class** and the **Lacking of external resources useful to manage particular cases** (guidance operators, interpreter, additional teachers etc...)

Questionnaire n.	<i>Uncomfortable situation</i>
1	No uncomfortable situation
2	In a class of people with similar skills, arrived an illiterate student that needed more support. For this reason, other students got bored and stopped to attend the course because they had no motivation. In that situation I needed to provide individual lessons to the new student. I tried to manage the difficulty by creating under-groups and care for all groups, but it was not enough.
3	Racial insults. I solved this problems thanks to the dialogue with the students and specific activities against the discrimination.
4	None
5	Person who had to collect students' signatures, asked them "Which number are you", but the attendance register had not identification number.
6	None
7	In a class there were 3 migrants that come from the same country, but took part to different ethnic groups. They had different culture and traditions. My Institutions initially told me that they come from the same country, so they were similar. I had to implement 3 different pedagogic methodologies, but before I needed to study the characteristics of their ethnic groups. I had to to this work during the course, while I needed to do it in advance. Moreover, I asked to be helped by another teacher and I needed to adopt my skills of Counselling with ad individual approach.
8	Management of pauses for prayers and lunch. It needed to study students' needs in advance.
9	Lacking of emotional participation. Mutual knowledge and demolition of cultural and social barriers. Innovative didactic methodologies.
10	A Libyan guy spoke only Arabic and he was totally excluded by other students and by other teachers. Thanks to a school support, we improved his situation.
11	Teen agers or adults that came to Italy without a clear goal or personal project, difficulties to motivate, to manage the dissatisfaction, conflicts among students. I tried to motivate students by showing them the importance of the course they attended. If the reception system worked in a better way, maybe I had the possibility to better manage the situation.
12	It's difficult to make clear the rules: lesson time, use of telephone in the classroom, adequate clothing etc...

13	A students talked about spring. Another students saw him, embarrassed. He came from Africa and in Africa spring doesn't exist. He didn't know it.
14	Ad object was stolen. No one talked. There was lacking of diagolue.
15	None
16	Sometimes different teaching style in different countries could be a problem, by usually the smile and the tolerance can solve the problem. Some topics are thorny and it needs to change activity in order to avoid that a student is agitated.
17	Not motivate revolution of a student that became a fight with other students. More attention and control can avoid these problems.
18	None
19	Some students are not patient with other students that don't know Italian language. For them, time spent with this students is lost time. In order to avoid this situation, it needs individual courses or courses with a low number of students. It's not good for the integration, but it makes easier the teaching process.
20	For some migrants, the presence of women and men in the same context is not accepted. It needs a gradual path to overcome these problems.
21	None
22	None
23	A migrant didn't want to take part to cultural integration laboratories. Then, she told me that she needed a job and so I explained her that the laboratory was a good opportunity in order to create a relationship net, improve her well-being and find a job. In that situation, I needed to do a competence mapping in order to help her in the phase of job searching, but I needed more resources.
24	None
25	Students didn't speak Italian very well. Me and my colleague tried to speak slowly, using images and body language. It needed an interpreter.
26	None
27	None
28	An Arabic woman is very timid and is a slow student. I try to help her during the course time in order to repeat again topics that she doesn't understand.
29	None.
30	Lacking of knowledge of Italian language. Not translated documents.
31	It's often difficult manage students' attention, but my personal skills and my experience help me.
32	None

C3. What additional training or resources do you need to improve your teaching practice from an intercultural learning and teaching perspective? Please be as specific as possible.

According to the questionnaires, the operators involved declared that the additional training they need should be about the **Management of multicultural groups in the same class** (group building,

conflict management and specific teaching techniques, etc...), and the **Knowledge of migrants' country of origin** (language, culture, tradition etc...).

Questionnaire n.	<i>Additional training or resources</i>
1	Management of different Cultures and communication in a class , cultural identity, intercultural communication, communication competences, intercultural competences.
2	Pedagogical techniques in multicultural context and conflict management . Specific activities to present in an intercultural class to promote the fight against discrimination and racism..
3	Knowledge of foreign language .
4	None
5	Not verbal communication , storytelling and cultural shock.
6	Migrants' origin languages .
7	Knowledge of main ethnic groups (traditions, cultures)
8	Intercultural training
9	Knowledge of students' specific culture . Students' Motivation and goals
10	Specific training in the South of Italy
11	Multi language documents, inclusive programmes, Knowledge of training systems of students' countries of origin .
12	Equipment, Audio and video supports, didactic materials
13	How to do specific test
14	More colleague and specific knowledge of students' origin cultures
15	None
16	Quality System
17	Knowledge of students' origin cultures
18	More seminars and meetings
19	Improvement of the knowledge of English language
20	Knowledge of foreign languages and cultures
21	Knowledge of specific students' origin culture
22	Management of group and group building .
23	Tools to used to conduct a need analysis and a competence mapping.
24	Knowledge of students' origin culture and language
25	I don't know
26	I don't know
27	Tools to avoid ghettoisation inside and outside the school .
28	New methodologies to involve students through the game .
29	How to teach Italian language.
30	Knowledge of specific students' origin culture and language .
31	None
32	Updating about laws and easier learning techniques.

C4. What should a training programme for educators teaching adult migrants include in general?

According to the questionnaires, the operators involved declared that a training programme for educators of adult migrants should include the following topics: **Management of intercultural groups** and **Innovative teaching methodologies for migrants** (with practical examples and innovative and simple techniques).

Questionnaire n.	Additional training or resources
1	How to manage an intercultural class and intercultural communication.
2	Pedagogy, Psycology and etno-psychiatry
3	Hosting people culture, laws.
4	The biggest problem in Italy is the way teachers are trained to teach... they seriously need to get up-to-date with the rest of Europe. Many migrants are illiterate and so would learn more effectively with a kinesthetic approach. Others declare to have studied at higher education levels, yet their writing skills and knowledge proves to be far below the European average. A very big problem is attention span - which is quite brief in many African asylum seekers, so quick breaks every 20 minutes should help have a more effective learnign overall outcome. In any case, their immediate needs are to learn a language in order to work and navigate society and not to learn (verbo, passato prossimo, analisi logica delle frasi ecc...) they need practical examples to use in their day to day lives. Visual cues and verbal repetiton would be more appropriate at beginner's levels. There are some people who are highly educated and learn independently the native European language rather quickly, but they tend to be rather self sufficient independent people.
5	Methodologies to teach Italian language.
6	Knowledge of students country of origin, conflict management, knowledge of reception system from a legal point of view.
7	How to teach in team (2 or more teachers).
8	Intercultural training
9	Cultural antropology
10	Innovative methodologies to teach Italian language
11	Multi language documents, inclusive programmes, Knowledge of training systems of students' countries of origin
12	How to teach to adult people. How to adapt learning materials.
13	Knowledge of many cultures.
14	Specific topics: ex. health
15	None
16	None.
17	Analysis of different kind of students (ex. illiterate people)
18	Love for teaching and patience.
19	Practical case to present during the lessons.
20	Learning materials to better understand students' context of origin.
21	New technologies to teach Italian language.

22	New methodologies of interaction with the class group.
23	Awareness about knowledge and reception of migrants.
24	How to explain to migrants the course is useful in order to find a job.
25	Interpreter and psychologist.
26	I don't know
27	How to fight against racism of teachers. Examples and practical cases of integration.
28	Teaching techniques, how to prepare lessons, how to keep students' attention.
29	Practical didactic methodologies.
30	Plan skills.
31	Group management.
32	Easier techniques to teach Italian language.

3.2.2 Italian Findings from Adult Migrant Learners' Responses

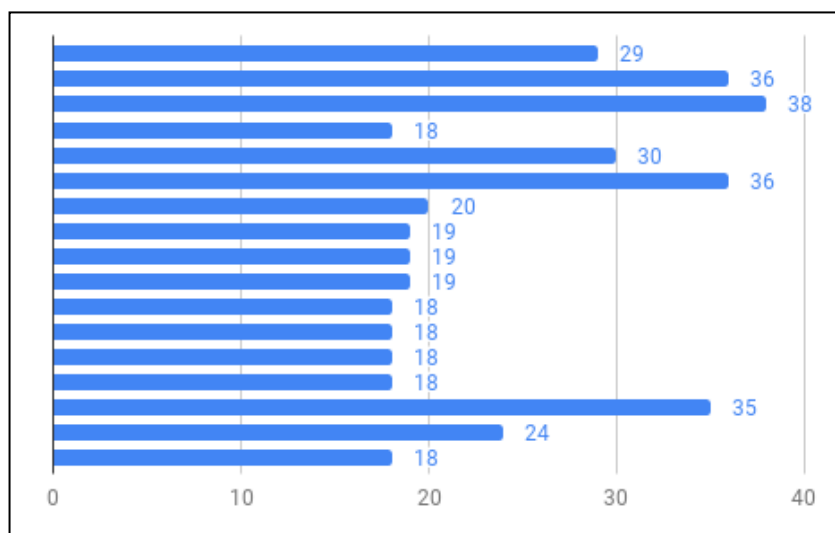
Findings related to migrant learners involves the information collected through both face-to-face interviews (15 respondents) and the on-line survey (2 people) conducted among migrant learners who have attended at least a training course in Italy. It is important to note that face-to-face interviews with the learners led to richer data, more meaningful analysis and better and more useful results for the ultimate beneficiaries, who are adult migrant learners.

The findings below are linked to all questions described in paragraph 2.2.

A. Background and experience - Age

The majority of the respondents are very young and quite well educated. The people involved in the survey are **from 18 to 38 years old**. Most of them have newly turned 18. However, there are also adults who were forced to abandon school in their countries when they were very young, and they wanted to attend a training course in Italy when they had the opportunity to do so.

Questionnaire n.	Age:
1	29
2	36
3	38
4	18
5	30
6	36
7	20
8	19
9	19

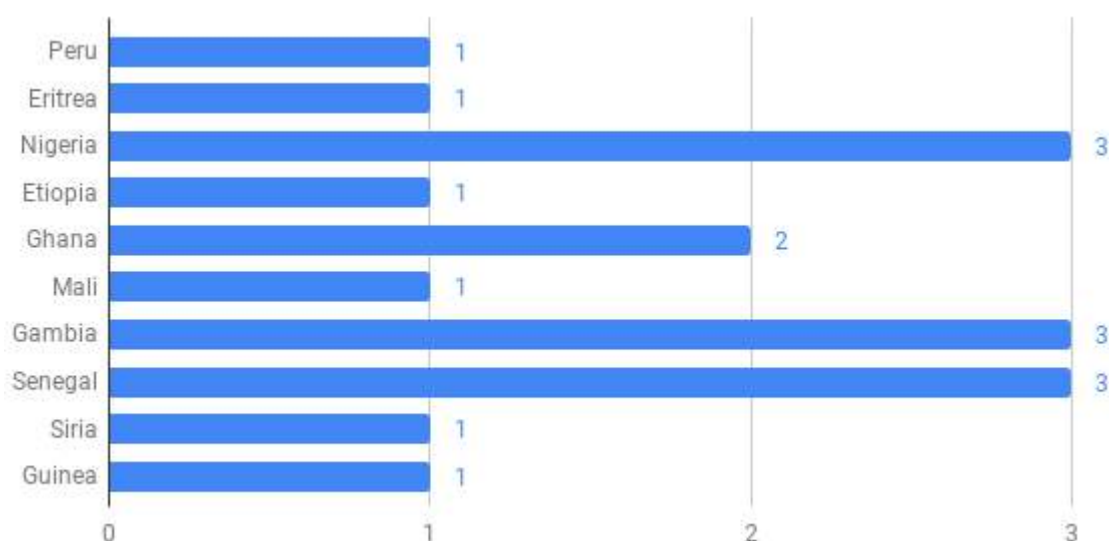


10	19
11	18
12	18
13	18
14	18
15	35
16	24
17	18

A. Background and experience - Country of origin

Most of the respondents come from west African countries bordering the Atlantic Ocean (13 learners); only one comes from South America, two learners are from East Africa and one is from Syria.

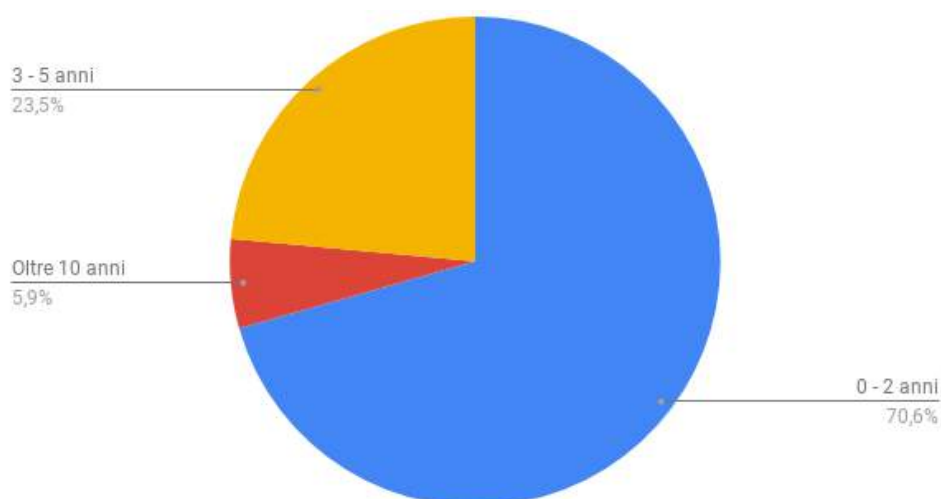
Questionnaire n.	<i>Country of origin:</i>
1	Peru
2	Eritrea
3	Nigeria
4	Ethiopia
5	Nigeria
6	Nigeria
7	Ghana
8	Mali
9	Ghana
10	Gambia
11	Senegal
12	Gambia
13	Senegal
14	Gambia
15	Siria
16	Senegal
17	Guinea



A1. How many years have you been living in Italy?

Most of them arrived in Italy two years ago. As they were unaccompanied minors, they have immediately had access to education and they could achieve the eighth grade or get the A2 certification, the diploma in Italian Language for beginners.

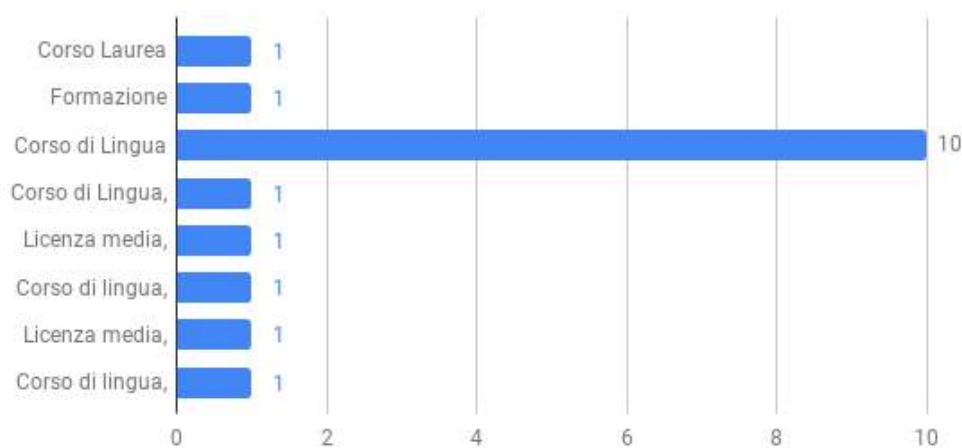
Questionnaire n.	Years:
1	0 - 2 years
2	More than 10 years
3	0 - 2 years
4	0 - 2 years
5	0 - 2 years
6	3 - 5 years
7	3 - 5 years
8	0 - 2 years
9	3 - 5 years
10	0 - 2 years
11	0 - 2 years
12	0 - 2 years
13	0 - 2 years
14	0 - 2 years
15	0 - 2 years
16	3 - 5 years
17	0 - 2 years



A2. What kind of educational programme/ training activity are you attending - either now or in the past?

Most of the courses mentioned are aimed to achieve the eighth grade and the A2 certification of Italian language for beginners. Just four people mentioned vocational trainings, and one person declared to have achieved an advanced degree. It is important to underline that the people took part in this training by their own initiative or because they were hosted in reception project; none of them was organised by business companies.

Questionnaire n.	Answers:
1	Corso Laurea Magistrale/Specialistica, Language courses
2	Vocational training, Language courses
3	Language courses
4	Language courses
5	Language courses
6	Language courses, Vocational course
7	Language courses
8	Language courses
9	Licenza media, Language courses,
10	Language courses
11	Language courses, licenza media
12	Licenza media, Language courses, Vocational courses
13	Language courses
14	Language courses
15	Language courses, Vocational course
16	Language courses
17	Language courses

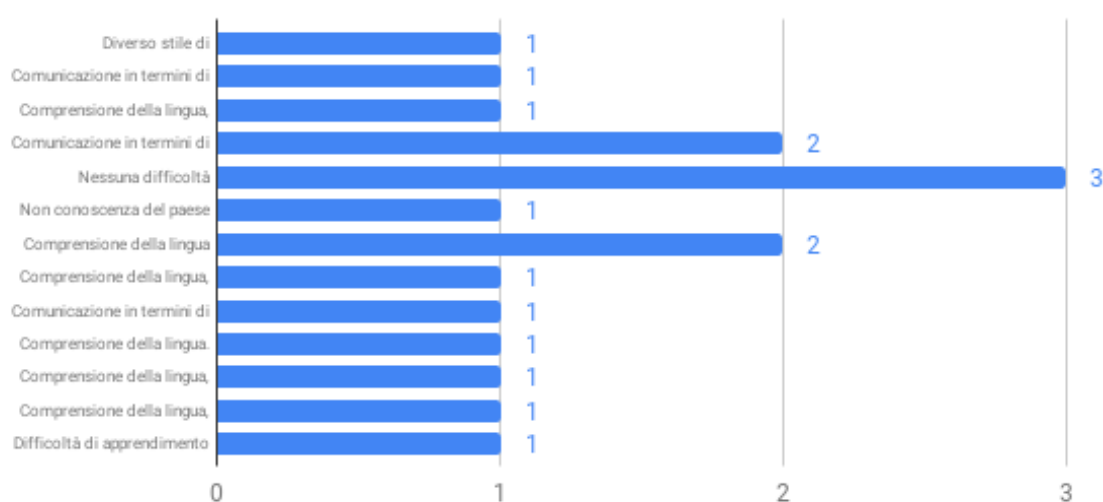


B1. Are you facing any difficulties in your course? If so, what type? If you are not facing any difficulties, what works particularly well for you?

A lot of students find difficult the understanding of the language and the contents of the training material. Other difficulties concern the communication in terms of culture. Teachers and students have to cooperate as we are all living in a pluralistic Europe, with different models and values.

Questionnaire n.	Answers:
1	Diverso stile di insegnamento, Gestione dei conflitti
2	Comunicazione in termini di cultura (linguaggio del corpo, sfumature, riferimenti culturali, valori diversi, norme e prassi diverse), Diverso stile di insegnamento
3	Comprensione della lingua, Difficoltà di apprendimento rispetto ai contenuti didattici
4	Comunicazione in termini di cultura (linguaggio del corpo, sfumature, riferimenti culturali, valori diversi, norme e prassi diverse)
5	Nessuna difficoltà Le spiegazioni dell'insegnante sono molto chiare.
6	Non conoscenza del paese ospitante/in cui vivi; Difficoltà di apprendimento rispetto ai contenuti didattici
7	Comprensione della lingua
8	Comprensione della lingua, Difficoltà di apprendimento rispetto ai contenuti didattici, altro: non riuscivo ad esprimermi
9	Nessuna difficoltà La cosa che più mi è piaciuta è l'insegnamento dell'italiano attraverso il teatro, perché è un'attività che mi dà felicità e mi piace recitare con i miei amici e mi sento molto bene in quei momenti.
10	Comunicazione in termini di cultura (linguaggio del corpo, sfumature, riferimenti culturali, valori diversi, norme e prassi diverse)

11	Comunicazione in termini di cultura (linguaggio del corpo, sfumature, riferimenti culturali, valori diversi, norme e prassi diverse), Difficoltà di apprendimento rispetto ai contenuti didattici
12	Comprensione della lingua. Difficoltà di apprendimento rispetto ai contenuti didattici, Materiale didattico confuso
13	Comprensione della lingua, Comunicazione in termini di cultura (linguaggio del corpo, sfumature, riferimenti culturali, valori diversi, norme e prassi diverse)
14	Comprensione della lingua, Difficoltà di apprendimento rispetto ai contenuti didattici, Materiale didattico confuso
15	Comprensione della lingua
16	Nessuna difficoltà
17	Difficoltà di apprendimento rispetto ai contenuti didattici



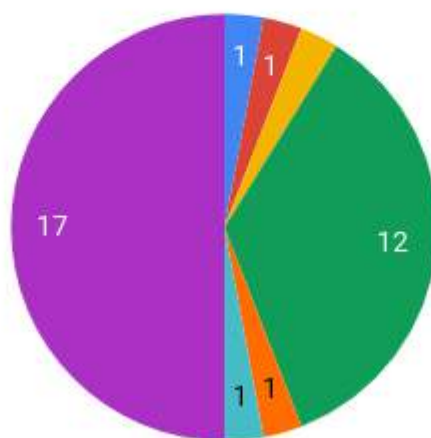
B2. Are you facing any difficulties in your relationships with your classmates or your teacher(s)? If so, please give examples without mentioning any names.

No particular issues have been found with classmates or teachers. Students have pointed out a good relationship with their classmates and teachers. The only difficulties mentioned are related to the understanding of Italian as second language.

Questionnaire n.	Answers:
1	No
2	Nessuna difficoltà
3	Nessuna difficoltà
4	Nessuna difficoltà
5	Nessuna difficoltà
6	Nessuna difficoltà

7	Ho riscontrato qualche difficoltà nel rapporto con l'insegnante, perché all'inizio io non parlavo affatto all'italiano e quindi non riuscivo proprio a capire nulla delle sue spiegazioni.
8	Nessuna difficoltà
9	Nessuna difficoltà
10	Non ho vissuto alcuna situazione spiacevole con i miei compagni. Di solito, se ci sono dei problemi, ne parliamo e li risolviamo insieme.
11	Nessuna difficoltà
12	Durante il mio primo anno in Italia, ho seguito il corso di italiano e non ho avuto particolari problemi. Quando, però, ho cominciato a frequentare la terza media è stato più difficile, ma ho sempre avuto buoni rapporti con i miei compagni di classe e con i miei insegnanti.
13	Nessuna difficoltà
14	Nessuna difficoltà
15	Nessuna difficoltà
16	Nessuna difficoltà
17	Nessuna difficoltà

● Durante il mio primo anno in Italia, ho seguito il corso di italiano e non ho avuto particolari problemi.
● Ho riscontrato qualche difficoltà nel rapporto con l'insegnante, perché all'inizio io non parlavo
● Nessuna difficoltà ● Nessuna difficoltà ● No
■ Non ho vissuto alcuna situazione spiacevole con i miei compagni. Di solito, se ci sono dei problemi, Altre

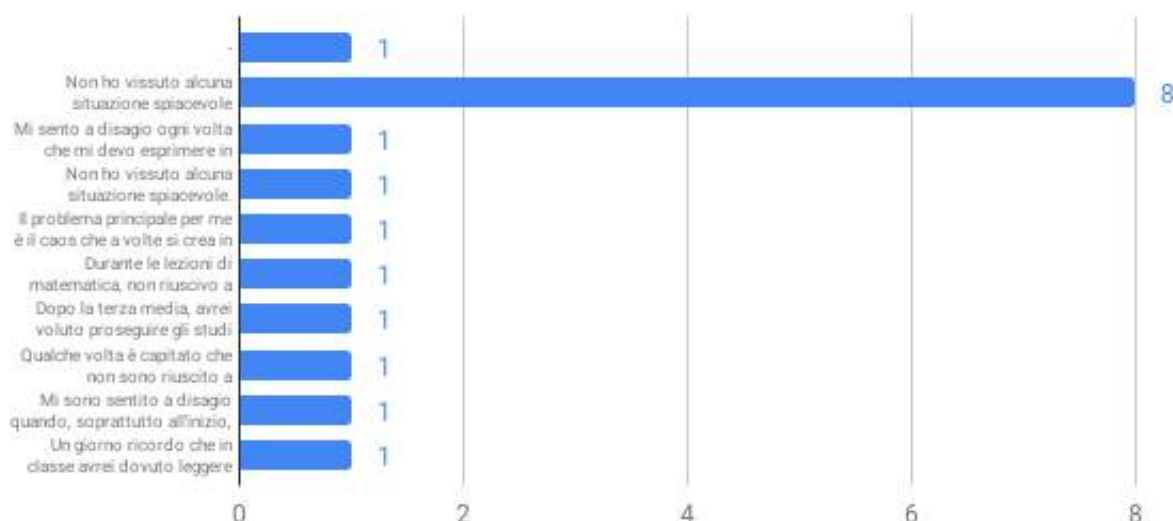


B3. Describe an uncomfortable situation you experienced in your class. How was it handled? What did you think of it? Could it have been handled differently?

Most of the respondents haven't had any specific difficulties in class. Those who expressed a form of inconvenience declared that it was due to their inability to speak Italian. They felt shy because they were afraid that their classmates would laugh at their mistakes. However, in general, they are very satisfied about the way their teacher handled these uncomfortable situations

Questionnaire n.	Answers:
1	-

2	Non ho vissuto alcuna situazione spiacevole
3	Mi sento a disagio ogni volta che mi devo esprimere in italiano, ma l'insegnante riesce a gestire bene questa situazione e mi dà fiducia
4	Non ho vissuto alcuna situazione spiacevole.
5	Non ho vissuto alcuna situazione spiacevole
6	Non ho vissuto alcuna situazione spiacevole
7	Non ho vissuto alcuna situazione spiacevole
8	Non ho vissuto alcuna situazione spiacevole
9	Non ho vissuto alcuna situazione spiacevole
10	Il problema principale per me è il caos che a volte si crea in classe e in questo caso l'unico metodo utilizzato dall'insegnante è cacciare fuori quelli che danno fastidio.
11	Durante le lezioni di matematica, non riesco a capire molto le spiegazioni dell'insegnante, ma credo che questo fosse soprattutto un problema mio e non dell'insegnante. Qualche volta mi sono sentito a disagio perché alcuni compagni hanno riso di me quando ho fatto degli errori.
12	Dopo la terza media, avrei voluto proseguire gli studi nella scuola alberghiera, ma quando sono andato lì il primo giorno, ho visto delle persone gentili, ma il problema è stato che l'insegnante parlava troppo veloce e io non ho capito nulla di quello che ha spiegato. Per questo poi ho deciso di lasciare la scuola.
13	Non ho vissuto alcuna situazione spiacevole
14	Non ho vissuto alcuna situazione spiacevole
15	Qualche volta è capitato che non sono riuscito a completare alcuni esercizi assegnati e mi sono sentito un incapace, perché comunque studiavo tanto. In questi casi, però, l'insegnante si è dimostrata sempre molto comprensiva e disponibile a rispiegare tutto mille volte fino a che non riuscivo a fare tutti gli esercizi.
16	Mi sono sentito a disagio quando, soprattutto all'inizio, non riuscivo ad esprimermi bene in italiano, ma la mia insegnante mi ha sempre compreso e mi ha fatto migliorare parlandomi in inglese.
17	Un giorno ricordo che in classe avrei dovuto leggere un testo in italiano, ma non ci sono riuscito e mi sono sentito a disagio perché tutti avevano capito come leggere tranne io. Poi, l'insegnante mi ha chiamato in disparte e mi ha spiegato la lettura con calma, ma nonostante questo non riuscivo ad imparare. Però, abbiamo continuato a ripetere la stessa lezione anche nei giorni seguenti e alla fine sono migliorato.



B4. Do you think teachers/trainers of adult migrants need further training? If yes, what should that training include?

Many learners who took part to the survey mentioned that a good teacher should be capable of speaking fluently in at least one foreign language (7 learners): in particular, 4 people claimed the importance of English, 2 people underlined the relevance of French and one person also mentioned Arabic. 5 learners think that intercultural skills are very important for a good teacher and 4 people have focused on the relationship between teacher and learners, talking about empathy, patience and communication skills. It is to be remarked that only one person declared that his/her teachers have been very competent and that they do not need further training.

Questionnaire n.	Answers:
1	Solo un po' di conoscenza della cultura in altri paesi.
2	I formatori di oggi hanno poca pazienza nei confronti di chi non ha mai studiato.
3	Credo che sia molto importante la conoscenza dell'inglese, perché personalmente io ho bisogno della traduzione per comprendere i contenuti del corso.
4	No, i miei insegnanti sono molto competenti.
5	Credo che sia importante per gli insegnanti conoscere la lingua parlata dai propri studenti.
6	Credo che gli insegnanti dovrebbero acquisire competenze interculturali. Inoltre dovrebbero saper parlare inglese.
7	Un buon insegnante dovrebbe studiare diverse lingue straniere. Inoltre, credo anche che dovrebbe studiare molto la matematica, perché in questo modo acquisirebbe maggiori competenze in termini di logica e problem solving.

8	Un buon insegnante dovrebbe studiare le lingue straniere, e soprattutto l'inglese, il francese e l'arabo
9	Credo che un buon insegnante debba conoscere più lingue straniere, perché se sei un insegnante di italiano per stranieri e i tuoi alunni parlano solo inglese, come puoi farti capire da loro se non parli un po' della loro lingua?
10	Credo che un buon insegnante debba conoscere le differenze tra le varie culture e anche le diverse leggi che ogni nazione ha.
11	Un buon insegnante deve acquisire tecniche pedagogiche che tengano in considerazione le differenze culturali, oltre a competenze comunicative e empatia.
12	Credo che sia importante che gli insegnanti acquisiscano tecniche pedagogiche e competenze interculturali.
13	Un buon insegnante deve studiare le lingue straniere.
14	Un buon insegnante deve acquisire competenze interculturali e di comunicazione.
15	Un buon insegnante deve acquisire competenze pedagogiche e di comunicazione, oltre ad avere una buona organizzazione. Deve poi avere empatia per i propri studenti, in modo tale da costruire dei rapporti di fiducia e comprendere così i loro bisogni.
16	Un buon insegnante dovrebbe studiare l'inglese, perché è una lingua che si utilizza in tutto il mondo. Poi, sarebbe anche meglio se riuscisse a studiare altre lingue straniere, come il francese.
17	Un buon insegnante dovrebbe sapere come parlare in maniera semplice con i propri alunni e dovrebbe acquisire competenze di comunicazione e tecniche pedagogiche.

3.2.3 ITALY PRELIMINARY CONCLUSIONS

According to the results collected at the end of the **survey carried out among teachers who work with adult migrants**, it's possible to summarise the following conclusions.

The sample participants involved in the research are made up of almost all Italian people from 22 to 69 years old, with an average age of 42 years. All involved people are freelancers or teachers that work for private institutions located in the inner city and a large number of them teach the Italian language. Concerning qualifications, most of them have a Master's degree or equivalent study title and have work experience as a teacher of between 5 to 10+ years; their work experience with migrant adults is typically less than 2 years.

The largest proportion of involved people declared to have attended **Intercultural training courses** in the past, especially in the field of Laws concerning asylum and international protection and Intercultural mediation.

52% of involved teachers work with migrants in institutions that have a written policy about providing support for non-native speakers or people from different cultures, even if a lot of training centres don't have any policy.

Concerning the relationship with the institution where they work, the larger part of involved teachers declared that they are satisfied with their institution's approach to intercultural learning and teaching, even if only a few Institutions usually plan and manage specific training courses addressed to teaching staff. In fact, the most common approach that institutions adopt in order to promote intercultural learning was projects about international exchange and mobility and so on.

The most important results of the research refers to the opinion of the people involved about:

- 🚩 their familiarity with specific topics related to their job,
- 🚩 the areas where their institutions have to improve with regards to intercultural learning and teaching,
- 🚩 the main difficulties they have to face as teachers of adult migrants,
- 🚩 the additional training they need to improve their teaching practice,
- 🚩 the topics that a training programme for educators teaching adult migrants should include

In order to make the results easier for readers to understand, they have been recapped in the following table:

More familiar topics related to intercultural learning	Areas to improve with regards to intercultural learning and teaching	Main difficulties to face as teachers of adult migrants	Additional needed training to improve the teaching practice	Topics of a training programme for educators teaching adult migrants
Key concepts of culture and communication in the classroom	Intercultural communication	Management of different cultures	Management of multicultural groups in the same class (group building, conflict management and specific teaching techniques, etc...)	Management of intercultural groups
Educational models.	Management of intercultural groups	Management of groups with different starting levels and different school background	Knowledge of migrants' country of origin (language, culture, tradition etc...)	Innovative teaching methodologies for migrants (with practical examples and innovative and easier techniques).
	Management of intercultural events	Lacking of motivation of migrants to study		
	Management of intercultural exchange projects addressed to migrants			

According to the results collected at the end of the **research carried out amongst migrants**, it's possible to summarise the following conclusions:

Considering that almost all the people involved in the research are hosted in a reception centre and that most of them have spent less than 2 years in Italy, **they are still trying to find their way for integration into Italian society**. Therefore, in general, it was not easy for them to answer the questions properly. Analysing the results obtained through the questionnaires, we can say that migrants' experiential learning has been emotionally engaging for them and **they feel happy about their teachers and the teaching methodologies used in class**. The atmosphere in the classroom is generally described as warm and friendly and they seem to appreciate the opportunity they have to learn Italian, because they are aware that is a fundamental tool to acquire in order to get good life conditions in this country. Moreover, some people highlighted the **non-formal educational methods** (e.g. theatre techniques as learning tool) used by the teacher in some cases.

However, some problems have been also pointed out during face to face interviews. In fact, many people mentioned the **need of simple language, and even translations in their own language**, during the lessons. Some people specified that the teachers need to develop **more communication skills** and it was interesting that some people mentioned the concept of empathy. The learners want a teacher who can give them attention, they would like to study in classes with a few students because most of the time in the Italian language courses students with different levels are all together and the teacher needs to **differentiate the activities within the same class**.

Another word that is repeated many times in the questionnaires is "culture". Migrant learners pointed out that **intercultural competence is a very important skill to acquire** for those teachers who want to work with foreigners. In general, learners want to see teachers interested in their culture of origin and they feel more important if their teachers even show some knowledge about it. Intercultural competence represents a great value to develop also during the lesson, because it lets the students to know each other better, to explore their common points and their differences. By reflecting on the diversity within the classroom, students will also develop some transversal skills, like flexibility and tolerance, that will become very useful resources in their future life.

In conclusion, thanks to the research activity, it is possible to claim that the main task of a good teacher is not about building knowledge, but it is about building persons. Learners know it and feel the need to have a direction to follow.

3.2.4 RECOMMENDATIONS FROM ITALY

Considering the experience carried out by the Italian partners with this specific research, it is recommended that, in order to get efficiently the opinions of migrant learners, it is better to organise face to face interviews or focus groups, rather than questionnaires. In fact, as it has come out from the questionnaires, migrant learners require attention and they need some people to explain them more times the same concept in order to retain it, because they may not know the first word used and they may need some synonyms. Additionally, it is essential that the interviews are run by somebody who knows the migrant learners personally, because they are more likely to answer questions if they talk to people they know and they trust. This is evident, if considered that on-line surveys for migrant learners have been completed by only 2 people.

3.3 GREECE RESULTS

To conduct this needs analysis, questionnaires were distributed online to educators of adult migrants and to adult migrant learners through Google Forms. The language of the forms was English, as most of the migrants might not speak good Greek and filling in a form in Greek might be challenging. Educators in Greece also speak excellent English, although the option of Greek forms was offered on some occasions.

Concerning the methods used to deliver the questionnaires, EELI decided to approach teachers/trainers directly and ask them to fill in printed copies of the questionnaire.

EELI also created a database of possible interested parties using databases from similar projects and past collaborators. For confidentiality reasons, the database of stakeholders is not provided in this public report. It is shared only with the researchers and the funder.

The Google Form links to the questionnaires were posted on social media and also distributed through e-mail to the stakeholders, cooperation partners and other organisations that EELI has been working with for years, and the questionnaires were also sent by e-mail to various institutions organising integration training or Greek language training for migrants. Approximately 50 emails were sent to either educators or institutions in order for them to share the questionnaires with their educators and migrant students. Many of the stakeholders and institutions were also contacted by phone. The questionnaires, as well as screenshots of the landing page on Google Forms, can be found in the Appendices (section 6).

The questionnaires were accepting responses for 3 weeks. The questionnaire for educators received a total of **15** responses and the questionnaire for learners received a total of **17** responses. The original target was 40 questionnaires in total, and this was not quite achieved.

3.3.1 GREEK FINDINGS FROM EDUCATORS' SURVEY RESPONSES

Data Analysis

The results reported in this chapter derived from the analysis of 15 questionnaires distributed in Rethymno, Greece. The data analysis is divided into paragraphs that match the information and the questions asked to the educators in the questionnaires. Concerning the methods used to deliver the questionnaires, EELI decided to approach teachers/trainers directly and ask them to fill in printed copies of the questionnaire. Fifteen educators and teachers were involved in this face-

to-face survey. The information provided was then transcribed into Google forms to create the following graphs. EELI also created a database of possible interested parties using databases from similar projects and past collaborators.

Subject	Correspondents	Date
Σύγκριση σε εκπαιδευτική δράση	i@gmail.com	01/02/2019, 19:20
Σύγκριση σε εκπαιδευτική δράση	x@gmail.com	01/02/2019, 19:20
Σύγκριση σε εκπαιδευτική δράση	@hotmail.com	01/02/2019, 19:20
Σύγκριση σε εκπαιδευτική δράση	@hotmail.com	01/02/2019, 19:19
Σύγκριση σε εκπαιδευτική δράση	@gmail.com	01/02/2019, 19:18
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Σύγκριση σε εκπαιδευτική δράση	@yahoo.gr	01/02/2019, 17:20

We also posted the survey to our Social Networks (Facebook and Twitter) asking educators to contribute to our research and personally called educators to try and involve them in the research activities (see Appendices for the relevant screenshots). Lastly, we sent the Newsletters which reached 782 people.

Age and country of origin

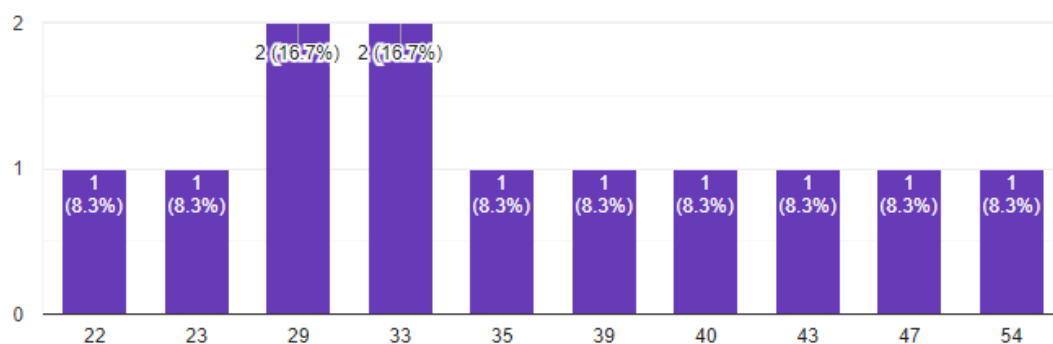
The age of the educators involved in drafting the questionnaires is ranging from 22 to 54 years old.

The age field was not filled out in three questionnaires.

All educators come from Greece; however, two educators did not answer this question.

Age:

12 responses



Country of origin:

13 responses



A. BACKGROUND AND EXPERIENCE

Through the questions included in Part A of the questionnaire for educators we aim to collect information about the background and previous experiences of the educators involved; their teaching subjects; and previous gained knowledge in the field of intercultural education.

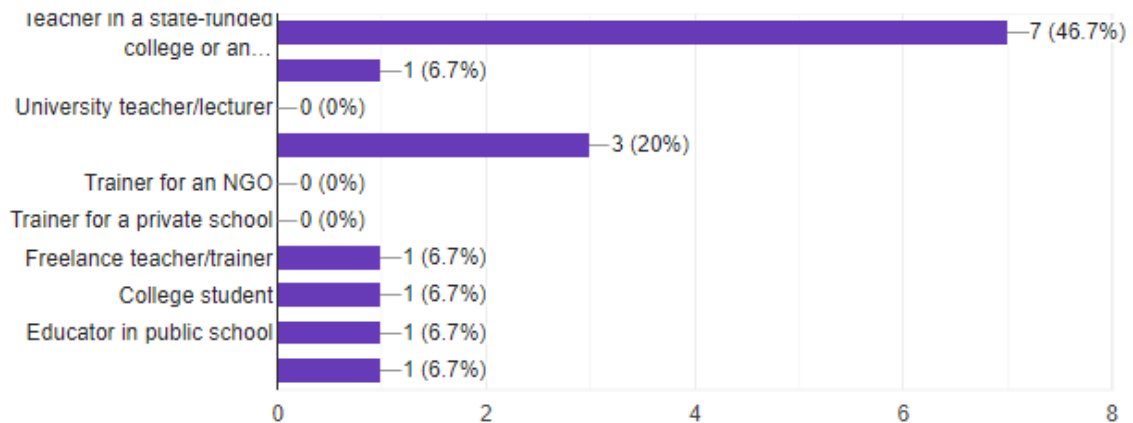
A1 Occupation

This question concerns the professional position that the interviewees have in the adult education field. In the questionnaire seven options were given: 1) Teacher in a state-funded college or any other further education institution, 2) Teacher in a private college or another further education institution, 3) University teacher/lecturer, 4) Trainer for a local authority (e.g. Council, [other?]), 5) Trainer for an NGO, 6) Freelance teacher/trainer, and 7) Other.

The higher number of interviewees (60,1%) is teaching in a state-funded college or any other further education institution. The next higher number of interviewees are Trainers for a local authority (20%).

A1. Occupation

15 responses



A2 Teaching subject

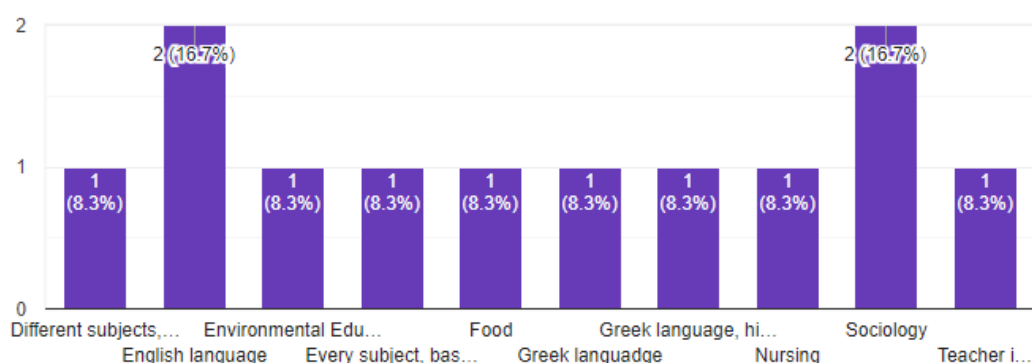
The courses taught by the educators who filled out the questionnaires are of an extremely heterogeneous nature. They show different characteristics regarding the duration of the courses, level of education, target of the learners, and motivation of the learners to attend the courses.

We collected 12 responses under this question; below is a list of subjects taught and in brackets the number of educators teaching them:

- Greek language (1)
- Different subjects, depending on learners' interests and needs (1)
- Every subject, based on the interests of the learners (1)
- English language (2)
- Nursing (1)
- Food (1)
- Greek language, history and culture (2)
- Environmental Education or Physics (1)
- Sociology (2)

A2. Teaching subject: What subject(s) are you teaching in your classes/courses?

12 responses



A3 Level of Education

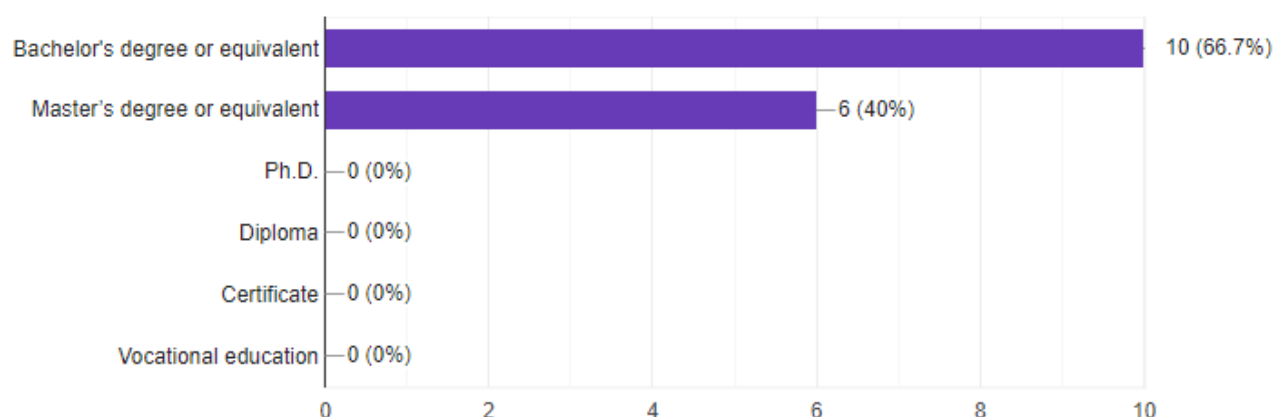
In question A3 of the questionnaire, the educators were asked their educational qualification. The possible replies were: 1) Bachelor's degree or equivalent, 2) Master's degree, 3) PhD, 4) Diploma, 5) Certificate, 6) Vocational education and 7) other.

Nine educators hold a university degree, while 6 educators hold a PhD.

(We filled 9 under bachelor's degree as one responder filled both choices; Bachelor and Master degree)

A3. Your qualifications

15 responses



A4 Teaching Experience

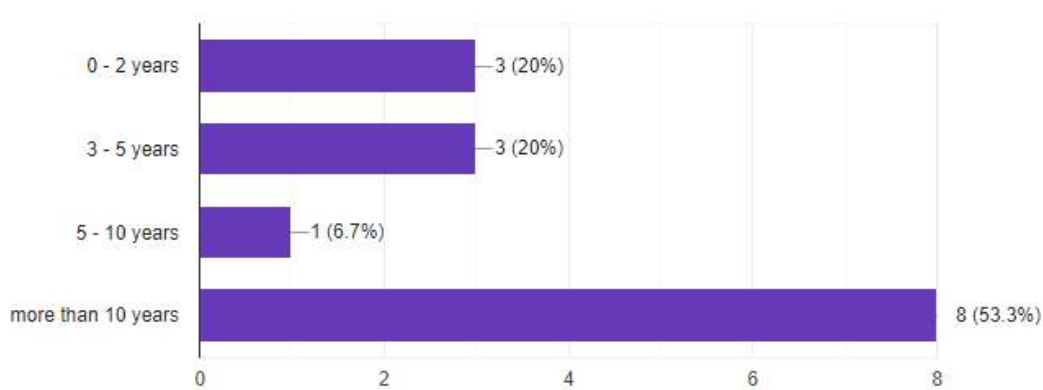
Question A4 of the questionnaire concerns the years of experience that the educators have in teaching and training.

The questionnaire has 4 options: from 0 - 2 years (line 1 of the graph), from 3 - 5 years (line 2), from 5 to 10 years (line 3), more than 10 years (line 4).

From the graph alongside it is possible to see how most of the educators belong to the fourth option which means they have more than 10 years' experience.

A4. Your experience in the field of teaching/training?

15 responses



A5 Your experience in teaching/training migrants in particular (either exclusively, or in mixed classes).

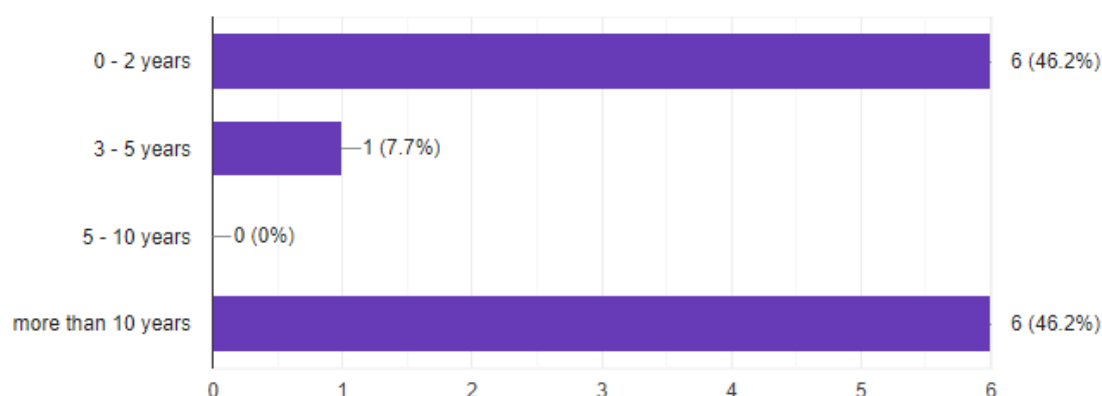
Question A5 of the questionnaire concerns the years of experience that the educators have in teaching and training of migrant learners.

The questionnaire has 4 options: from 0 - 2 years (line 1 of the graph), from 3 - 5 years (line 2), from 5 to 10 years (line 3), more than 10 years (line 4).

Under this question, we collected 13 responses. From the graph alongside it is possible to see that most of the educators belong to the first and fourth option; which means that they have 0-2 years of experience or more than 10 years' experience, in teaching migrant learners.

A5. Your experience in teaching/training migrants in particular (either exclusively, or in mixed classes).

13 responses

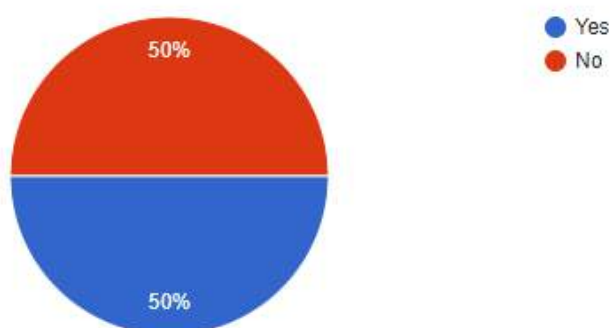


A6. Have you attended educational programmes/ seminars in Intercultural Training

In question A6 the educators were asked if they have attended a seminar on Intercultural Training. Moreover, if they answer was “yes” were asked to indicate the name of the seminar and duration. We collected 14 responses under the A6 question; 50% of interviewees have attended a training programme on Intercultural Training.

A6. Have you attended educational programmes/ seminars in Intercultural Training?

14 responses



Concerning the title and the duration of the training programme that they have attended, we collected six answers; below is a list of programmes and in brackets the number of educators attend them:

- (a) European project: Transactional Analysis for Keeling over the INtercultural Gap - TALKING, Training week - 7 days, and (b) European project: Guidelines for the work inclusion of the refugees and the asylum seekers - RE.INCLUSION, training seminar 6 hours (2 educators)
- Aspects of Refugee crisis (Hellenic Open University) - 50 hours (1 educator)
- Introduction to Intercultural Education - 3 hours (1 educator)
- Integration of returnees and refugees in education - 6 months (1 educator)
- Intercultural Education and Training - 1 year (1 educator)

A7. To what extent are you familiar with the following topics, related to intercultural learning and teaching?

In question A7 the educators were asked to evaluate how familiar they are with a list of topics related with intercultural learning.

The following 8 topics were suggested:

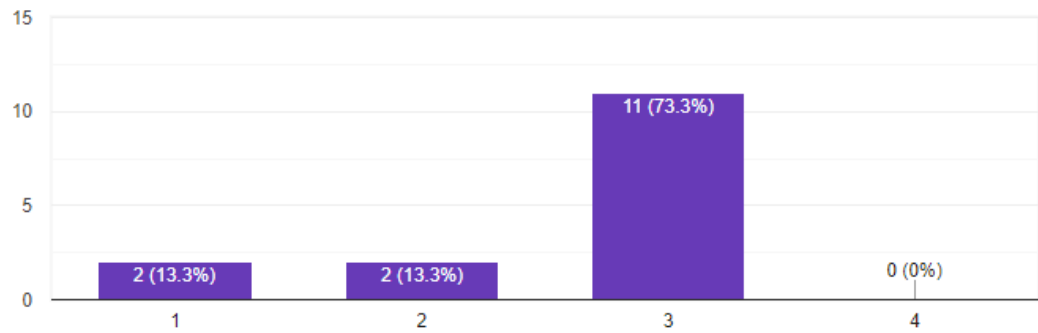
- Key concepts of culture and communication in the classroom (cultural identity, intercultural communication, communicative competence, intercultural competence etc).
- Current context of migration in Greece (broad trends, understanding different types and experiences of migration, working in a network that includes institutions/bodies acting in migrant inclusion etc) statistics.
- Legislative framework for the education of migrants.
- Bilingual/ multilingual education.
- Educational models, such as the assimilation model, models of multicultural /intercultural education, inclusion of the other etc.
- Multicultural class management.
- Intercultural perspectives of time, work and leisure.
- Intercultural dimension of dignity.

The interviewees evaluated each single ability by choosing a value from (1) - "Not at all", (2) - "Very little", (3) - "A lot", and (4) - "Very much". The graphs show the results for each topic:

1. Key concepts of culture and communication in the classroom (cultural identity, intercultural communication, communicative competence, intercultural competence etc).



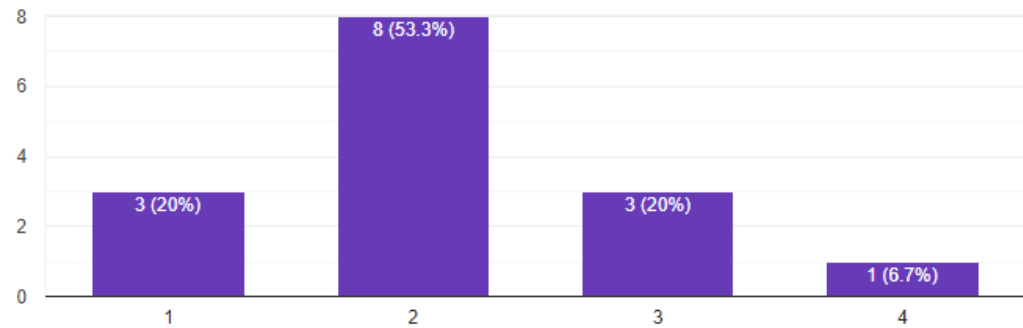
15 responses



2. Current context of migration in Greece (broad trends, understanding different types and experiences of migration, working in a network that includes institutions/bodies acting in migrant inclusion etc.) statistics:



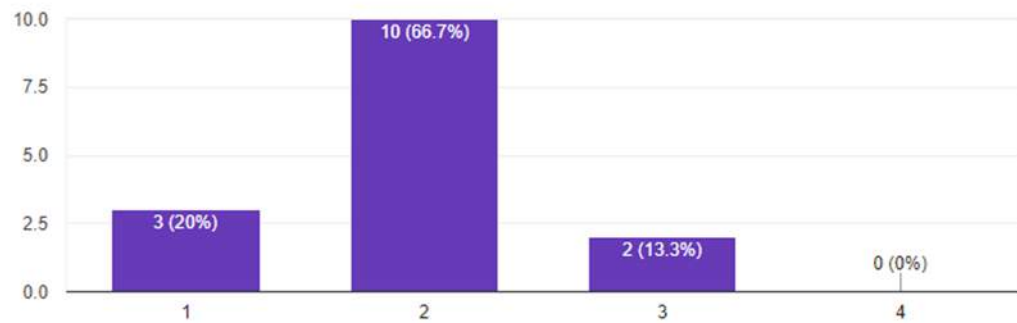
15 responses



3. Legislative framework for the education of migrants:

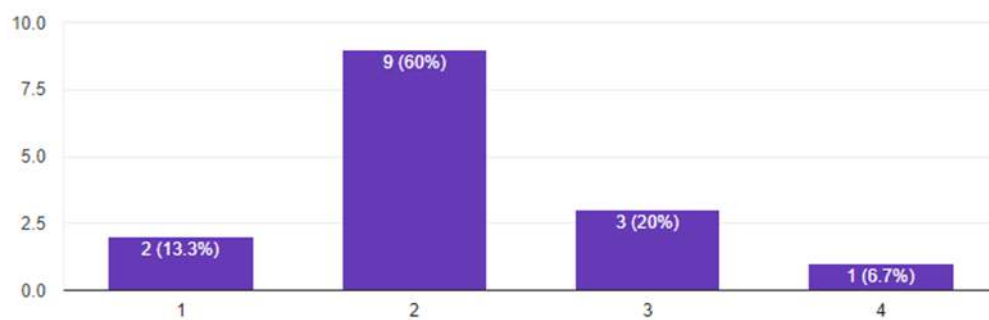


15 responses



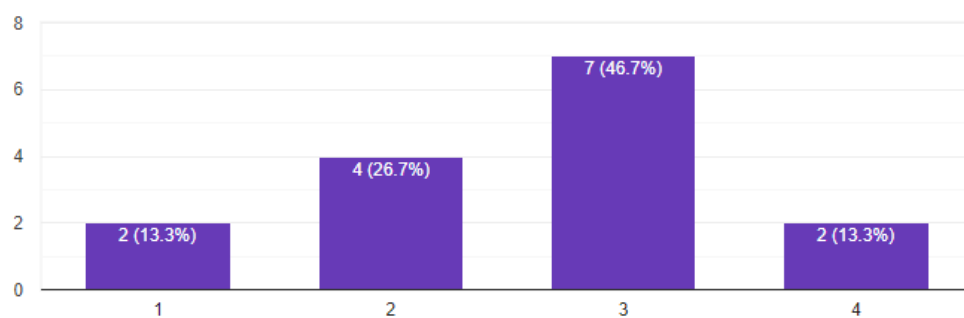
4. Bilingual/ multilingual education:

15 responses



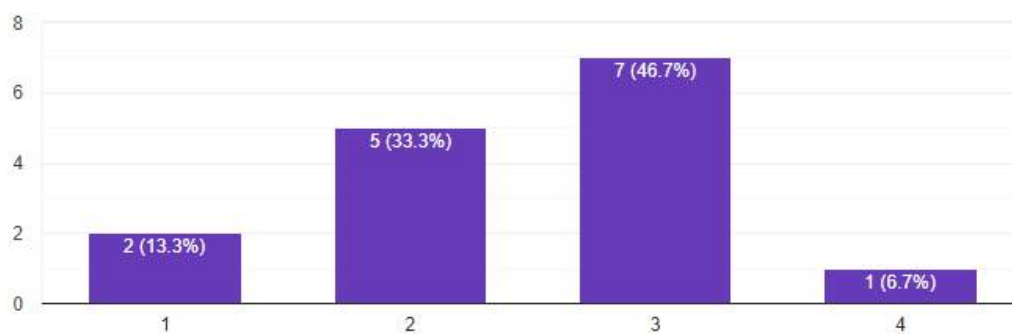
5. Educational models, such as the assimilation model, models of multicultural /intercultural education, inclusion of the other etc.:

15 responses



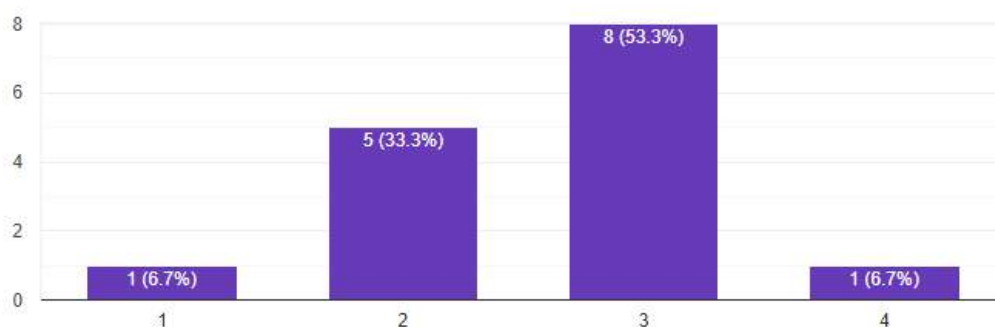
6. Multicultural class management:

15 responses



7. Intercultural perspectives of time, work and leisure

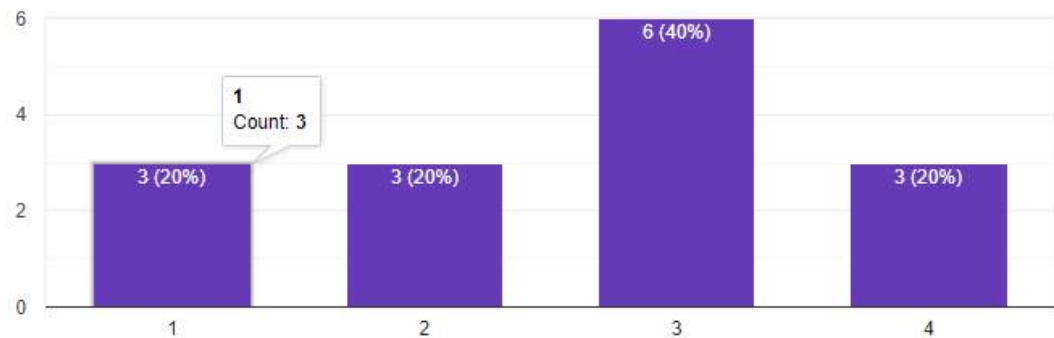
15 responses



8. Intercultural dimension of dignity



15 responses



From the results obtained it is possible to assume that educators are more or less familiar with the following topics:

A. More familiar

- Key concepts of culture and communication in the classroom: **73,3%** of the educators choose the value (3) - **"A lot"**, while **26,3%** of the interviewees are (1) - **"Not at all"** or (2) - **"Very little"** familiar with this topic.
- Educational models, such as the assimilation model, models of multicultural /intercultural education, inclusion of the other etc.: **60%** of the educators choose the values (3) - **"A lot"** and (4) - **"Very much"**, while **40%** of the interviewees are (1) - **"Not at all"** or (2) - **"Very little"** familiar with this topic.
- Intercultural perspectives of time, work and leisure: **60%** of the educators choose the values (3) - **"A lot"** and (4) - **"Very much"**, while **40%** of the interviewees are (1) - **"Not at all"** or (2) - **"Very little"** familiar with this topic.
- Intercultural dimension of dignity: **60%** of the educators choose the values (3) - **"A lot"** and (4) - **"Very much"**, while **40%** of the interviewees are (1) - **"Not at all"** or (2) - **"Very little"** familiar with this topic.
- Multicultural class management: **53,4%** of the educators choose the values (3) - **"A lot"** and (4) - **"Very much"**, while **43,6%** of the interviewees are (1) - **"Not at all"** or (2) - **"Very little"** familiar with this topic.

B. Less familiar

- Legislative framework for the education of migrants: **86,7%** of the educators choose the values (1) - **"Not at all"** and (2) - **"Very little"**, while **13,3%** are **"A lot"** familiar with this topic.
- Bilingual/ multilingual education: **73,3%** of the educators choose the values (1) - **"Not at all"** and (2) - **"Very little"**, while **26,7%** are **"A lot"**, and **"Very much"** familiar with this topic.
- Current context of migration in Greece (broad trends, understanding different types and experiences of migration, working in a network that includes institutions/bodies acting in migrant inclusion etc.) statistics: **73,3%** of the educators choose the values (1) - **"Not at all"** and (2) - **"Very little"**, while **26,7%** are **"A lot"**, and **"Very much"** familiar with this topic.

B. INTERCULTURAL DIMENSION OF YOUR WORKING ENVIRONMENT

Questions in Part B of educators questionnaire designed to collect information about the intercultural dimension of the educators' working environment; the level of satisfaction about educators training institution's approach to intercultural learning and teaching; educators' methodologies aimed to the promotion of intercultural learning; and the areas where training institution should improve in the field of intercultural learning.

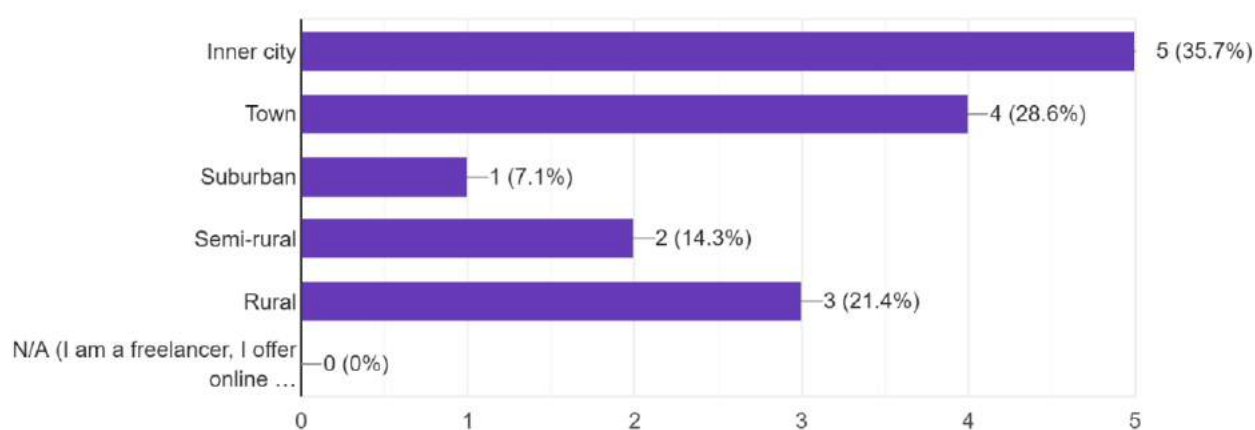
B1. Where is your teaching/training institution located?

In question B1 educators were asked to determine where is located the school or training institution they are working for.

From the 15 responses we collected under this question, we can see that most educators are working in the city (5 educators), or in town (4 educators), while one educator is working in suburban, 2 educators in semi-rural area and 3 educators in rural areas.

B1. Where is your teaching/training institution located

14 responses



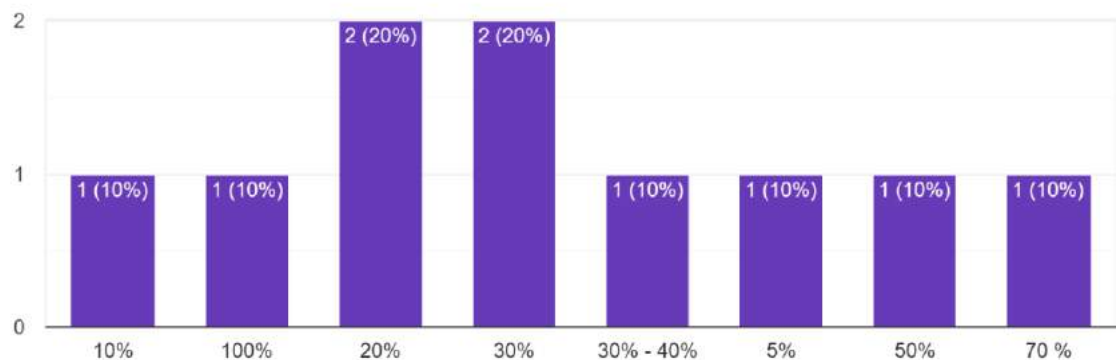
B2. What is the (rough) percentage of migrant learners that attend your classes?

Through this question we intent to check the multicultural dimension of the classes that interviewees are teaching. We collected 10 responses under this question; as we can see from the graphic below we educators answers vary as:

- One answered that migrant learners attend their class are the 5%
- One answered that migrant learners attend their class are the 10%
- Two answered that migrant learners attend their class are the 20%
- Two answered that migrant learners attend their class are the 30%
- One answered that migrant learners attend their class are the 30% - 40%
- One answered that migrant learners attend their class are the 50%
- One answered that migrant learners attend their class are the 70%
- One answered that migrant learners attend their class are the 100%

B2. What is the (rough) percentage of migrant learners that attend your classes?

10 responses



B3. Does your institution have a written policy on the following? If you are freelance, are you following a National policy on the following in your teaching activities? (tick all that apply).

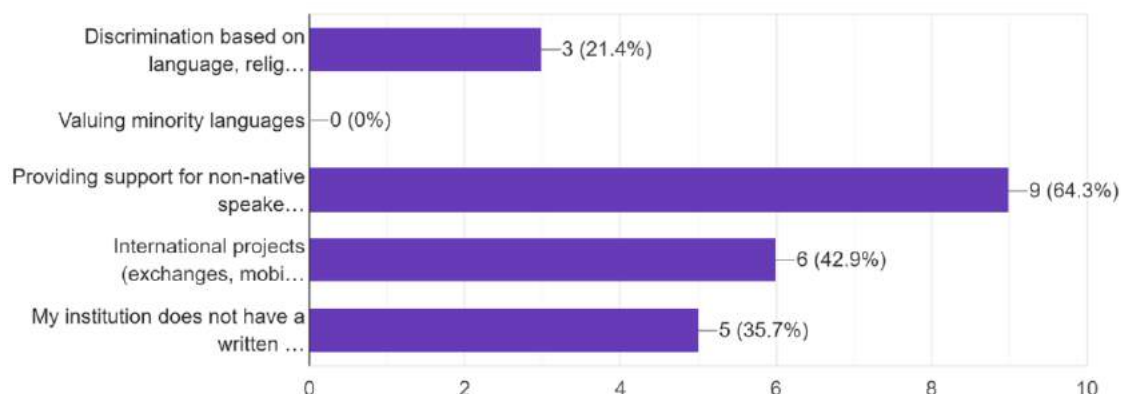
Through this question we want to check if educators participated in Greek research are following a written policy on intercultural issues.

We collected the following responses under this question; as we can see from the graphic below educators answers vary as:

- Three educators answered that they follow a policy on “Discrimination based on language, religion, or ethnicity”
- Nine educators answered that they follow a policy on “Providing support for non-native speakers or people from different cultures”
- Six educators answered that they follow a policy on “International projects (exchanges, mobilities)”
- Five educators answered that “My institution does not have a written policy / I do not follow any national policy in my teaching activities”

B3. Does your institution have a written policy on the following? If you are freelance, are you following a National p...ching activities? (tick all that apply).

14 responses



B4. How satisfied are you with your institution's approach to intercultural learning and teaching? If you are freelance, please comment on your own approach.

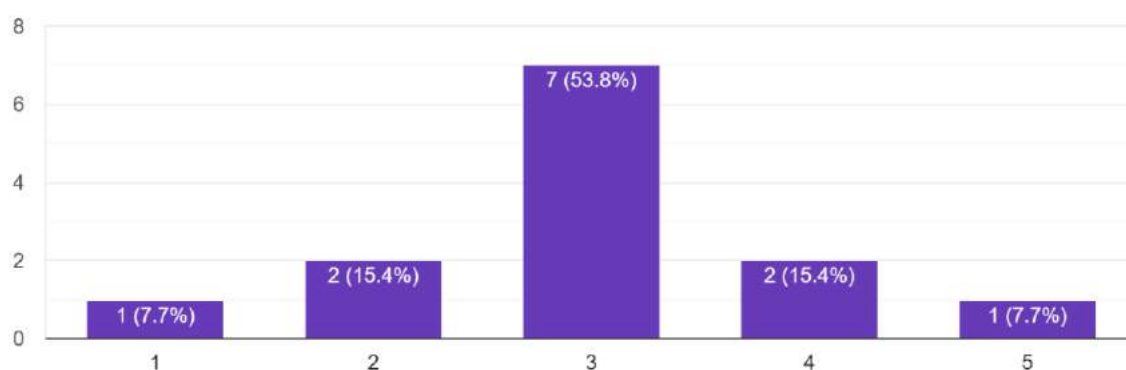
This question is seeking to check educators satisfaction on their/ or on institutions that are teaching approach on intercultural learning.

In order to check educators satisfaction, we used a scale from 1 to 5, where 1 is "Very satisfied" and 5 is "Very dissatisfied".

Under this question, we collected 13 responses. From the graph alongside it is possible to see that most educators are dissatisfied (23,1%), or neither satisfied or dissatisfied (53,8%).

B4. How satisfied are you with your institution's approach to intercultural learning and teaching? If you are fre... please comment on your own approach.

13 responses



Under this question educators were also asked to provide their comments regarding their satisfaction on intercultural learning and teaching approach. We collected 5 comments, which are listed below:

I do not have an opinion on that since the institution is not operate yet
 There is no policy, especially in education concerning intercultural teaching
 There is no specific approach to intercultural learning and teaching, but we can create material according to the learners' needs
 There is no specific approach to intercultural learning and teaching
 There is no specific approach to intercultural learning and teaching

B5. In what ways does your institution actively promote intercultural learning? (Choose all that apply)

Question B5 of the questionnaire concerns the ways that the institutions, where educators are teaching, actively promote intercultural learning.

The questionnaire has 5 options: "Regular events" (line 1 of the graph), "Regular classroom activities" (line 2), "Training of teaching staff" (line 3), "Projects (international exchanges, mobilities etc.)" (line 4), and "other" (line 5)

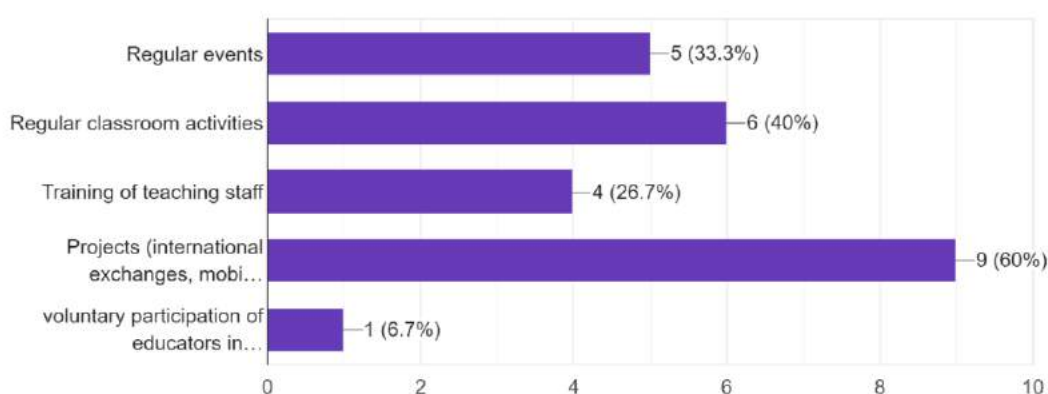
We collected the following responses under this question; as we can see from the graphic below educators answers vary as:

- Five educators answered that their institutions promote intercultural learning through "Regular events",

- Six educators answered that their institutions promote intercultural learning through “Regular classroom activities”,
- Four educators answered that their institutions promote intercultural learning through “Training of teaching staff”,
- Nine educators answered that their institutions promote intercultural learning through “Projects (international exchanges, mobilities etc.)”,
- One educator answered under option “other”, that her school promotes intercultural learning through “voluntary participation of educators in cultural, health education programmes etc.”.

B5. In what ways does your institution actively promote intercultural learning? (Choose all that apply)

15 responses



B6. Please identify the 3 main areas where you would like your institution to improve with regard to intercultural learning and teaching.

This was an open question where educators were asked to identify three areas for improvement in relation with intercultural learning and teaching, in the institutions that are working for. We collected 12 responses which are listed below:

Response 1:

- 1 Training of teaching staff
- 2 International Projects
- 3 More regular events

Response 2:

1. Access and participation of migrants in education
2. More student exchange programmes for the migrants

3. More Greek language learning courses for the migrants

Response 3:

1. Legal Information
2. Teaching Techniques

Response 4:

1. Teaching Techniques
2. Support and guidance to migrants
3. Legal issues

Response 5:

1. Training of teaching staff
2. Changes in the timetable
3. Methods and techniques of Integration

Response 6:

1. Reception and Integration
2. Improvement of educational context
3. Additional activities

Response 7:

1. Familiarization with the migrants' culture
2. Raise awareness of the Greek students in order to include migrant learners
3. Implement projects (international exchanges, mobilities etc.)

Response 8:

1. Multilingual information to migrants
2. Common activities with migrants
3. Projects for the local population regarding intercultural education

Response 9:

1. Training of teaching staff
2. Credits
3. More activities for social inclusion

Response 10:

1. Training of teaching staff
2. International projects
3. Development of materials

Response 11:

1. Aspects of Religion
2. Training of teaching staff
3. International projects

Response 12:

- 1) have a policy/ strategy,
- 2) Support educators to have access on intercultural training,
- 3) Support migrants on education and training - provide Greek language learning courses

C. YOUR PRACTICE

Part C of the questionnaire intends to identify through teaching practice of the educators the difficulties that they confront as teachers of migrant learners. Also, intends to identify what resources educators need in order to improve their didactical practice from intercultural learning perspective. At the end, seeks to clarify what topics educators consider that a training programme on intercultural learning targeted for them should include.

C1. What kind of difficulties, if any, do you face as a teacher/trainer of adult migrants?

This is an open question, we present you below the answers as were written by educators participated in Greek research:

Response 1

The biggest difficulty I face as a trainer for adult migrants is the linguistic and cultural gap, which makes the educational process very difficult. In addition, in the beginning is a little bit difficult to establish confidence ties with the students but we overcome this difficulty during time.

Response 2

One of the major problems is that the students are in different levels of Greek language. The class of learners is disparate and that makes the learning process very difficult and challenging, especially when there are many students in the class.

Response 3

The language problem of students who cannot communicate with other learners or cannot actively participate in the classroom

Response 4

Greek language and communication problems that make the learning process very difficult

Response 5

The difficulties I am facing as a teacher, have to do with the different dynamics of each group of learners, based on their different identities, needs and interests.

Response 6

One of the most common problems that a teacher faces is the mixed level disparate classes of adult migrant learners that make teaching processes very difficult and challenging

Response 7

Adult migrant students, don't actively participate in group/ team building activities

Response 8

- To know the cultural and family background of the students
- To communicate and implement my educational ideas
- To organize didactic activities that are interesting for migrant children

Response 9

In public Institutes of Vocational Training, I didn't face any problems. In the Vocational high school that I am teaching, Greek students do not consider the migrants as equal students.

Response 10

I try to know the composition of the classroom, so I can adopt my approach on the subject or the time needed according to the participants' needs. The main difficulty is for the participants to understand specific knowledge because they have trouble understanding the specific terms used.

Response 11

- multi-level classrooms
- many students in class
- employment status

Response 12

Problems with the language, occasional racism

Response 13

Communication problems because the learners don't speak Greek well

Response 14

Problems with language - written and spoken communication

Response 15

Problems with the language, conflicts and racism

C2. Describe a specific example of an uncomfortable situation that you experienced in your class. What happened, what was the difficulty and how did you handle it? What resources were you missing to address the problem? Could it have been handled differently?

We collected nine responses under this question, we present you below the experiences as were written by educators participated in Greek research:

Response 1

An uncomfortable situation that I experienced in the classroom was related to the different views of the students concerning the gender roles and the differences. The way in which I tried to solve the problem and to minimize the tension was by using dialogue in order to listen and to understand the students' different points of views. The aim was to respect, to accept each other's opinion and not to characterize one opinion as better or more acceptable than another.

The tool I did not have in order to deal with the situation more effectively, was knowledge and training on problem solving and conflict management issues.

Response 2

I can't think of a specific example but generally I face many situations in which students are rude or unfair and mistreat their classmates. Generally, I try to intervene and to resolve the problems that occur in a democratic way. However, in some cases there is not a democratic way to communicate and to cooperate with the students if they do not understand their mistakes and don't realise that their behaviour can hurt the others.

Response 3

- Many racist comments to another students, even as a joke.
- Prohibition of any kind of comment that doesn't respect the personality of the other
- Activities that promote the value of respect and cultural diversify

Response 4

A parent of students of mine, that was refugee from Syria, didn't follow the timetable of the school. I explained the rules of the school and the consequences. But she was constantly late, and I had to stay with the children after school. I did not ask why she was late because I had to be persistent and make no exceptions. I don't know if I wanted or could do something else.

Response 5

I haven't experienced any uncomfortable situations in my class, but recently in my school some students burned a flag of a country. I think that this kind of situations and problems, should have been prevented. The punishment of the students afterwards is not very effective way to deal with this problem. Actions such as cultural activities, raise awareness actions etc. could promote empathy.

Response 6

Fortunately, so far, I haven't had any particular difficulty. Perhaps it would be useful to have simultaneous multilingual courses.

Response 7

There was a conflict between students from FYROM and Greek students from Pontus (a region on the southern coast of the Black Sea) and Macedonia. It took time to deal with it and the intervention of the educators and training staff, was necessary as well as the use of discussion/ dialogue.

Response 8

discrimination based on ethnicity

Response 9

Some racist comments to another students, sometimes students fight or making jokes to each other. I am trying to calm students and discuss/ explain their words attitudes.

C3. What additional training or resources do you need to improve your teaching practice from an intercultural learning and teaching perspective? Please be as specific as possible.

We collected fourteen responses under this question, we present you below the training resources that educators need in order to improve their teaching practice:

Response 1

I think that it is necessary to have more targeted training programmes and training seminars for educators on issues of social education, psychology and counseling. In addition, language seminars for educator would be very useful in English or in a different language. Also very useful, I think it would be an educational cultural program, which would involve and introduce to foreign students the host country they live in. Through visits to museums, cultural and educational sites, schools or universities, sport facilities, important public services such as municipalities, KEP, OAED and other services, the migrants will have the opportunity to smoothly be introduced to the new cultural context and get familiar and understand the services these organizations provide.

Response 2

Psychology of adult learners, psychology of immigrant learners, knowledge of the history and social status of the group of students and knowledge of their culture.

Response 3

More information on new educational institutions and organizations

Response 4

From an intercultural learning and teaching perspective I think that it's necessary to have targeted and regularly organized training programmes and teaching material, programmes and courses available for everyone.

Response 5

It would be useful to train educators concerning aspects of intercultural education and the use of different techniques, to create a school/VET network, to create and develop educational materials for the trainers, to inform and train educator to support migrant learners and their families and to better understand their cultural identities etc.

Response 6

- Realistic methods and applicable in education - Specific aims and results - Technical infrastructure - Well-structured context

Response 7

- To know the habits and the background of every child's family in order to adjust the lesson.
- To know more regarding the refugees' rights
- To learn and gain more tools especially intercultural activities

Response 8

- Tools and techniques to deal with racist comments and attitudes - Counseling - Support groups (Psychologists, social workers etc.)

Response 9

I would like to know the educational needs of the immigrants in my region. I would like to participate in training programs for immigrant educators. I would like to know more on online training, e-learning platforms accessible on any device.

Response 10

- Anthropological approach - Get familiar with the ethical codes of other cultures - Training material (various and different kind)

Response 11

Multicultural Classroom Management Educational strategies

Response 12

Support to students from different cultural backgrounds and to those who may become victims of racism

Response 13

Additional training of teaching staff and more computers

Response 14

Some techniques on conflict management and communication issues

C4. What should a training programme for educators teaching adult migrants include?

We collected fourteen responses under this question, we present you below the topics that educators consider that should be included in a training programme on intercultural learning:

Response 1

Practice

Response 2

Any training program for teachers teaching adult migrants should initially include a theoretical part on adult education in general. It should also, include linguistic preparation for communication purposes, mainly in the language commonly spoken in the world, English or French. However, language preparation could also relate to the Greek language. In addition, it should include specific sections on the sociological and historical aspects of migration, as well as a historical path to previous migrant crisis. Undoubtedly, it must include modules of educational and occupational counseling and psychology regarding mainly on how to manage intercultural classes, but also to manage problems and conflicts that may arise. Finally, it has to include good practices, with examples of already implemented training programs and, generally, there must be a feedback on what has been done so far, what was successful and what has failed, why and in what ways failure can turn into a success of the educational process.

Response 3

Legal Information for the immigrants, counselling, conflict management and socio-cultural aspects.

Response 4

Ways to integrate migrant students, activities, methodological and multicultural aspects

Response 5

Migration issues and the proper use of language

Response 6

A training programme for educators teaching adult migrants should include a well-structured programme that will guide the teachers and will be used in everyday, practical, problems of adult migrants (work, services etc.)

Response 7

Such a training programme should be structured in a way that will help the educators deal with practical and everyday issues that occur in disparate classes. So, it should include teaching techniques, development of helpful course materials, management techniques of migrant and native learners and methods of cooperation between educators or between educators and headmasters etc.

Response 8

It should include techniques, methods, tools on intercultural education and social inclusion of migrants. Also, it should promote the value of interculturality, the introduction of different cultures and it should provide legal information and migrant inclusion methods and activities

Response 9

- Get familiar of the migrants' culture
- Promotion of the culture of the host country
- Meeting points of both cultures

Response 10

- Tools and ways to integrate migrants - Tools and ways to deal with racist comments and attitudes

Response 11

Focus on the cultural specificities of the focus groups. Intercultural Classroom Management. Intercultural awareness and understand culture adaptation

Response 12

- principles of adult education - principles of teaching Greek as a foreign language - Teaching techniques

Response 13

A training programme for educators teaching adult migrants should include theoretical training but also practice!

Response 14

communication, interculturalism, identities, sociology, psychology..

3.3.2 GREEK FINDINGS FROM ADULT MIGRANT LEARNERS' SURVEY RESPONSES

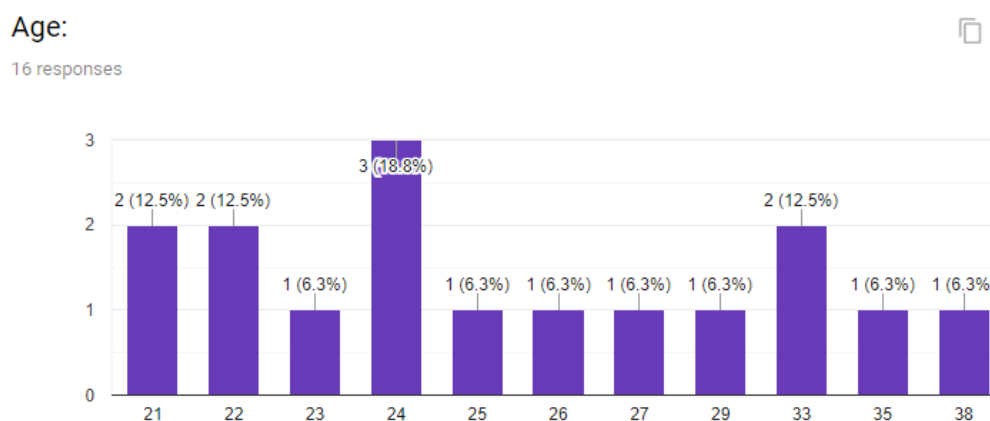
Data Analysis

The survey's results reported in this chapter derive from the analysis of 17 questionnaires distributed in Rethymno, Greece.

The data analysis is divided into paragraphs that match the information and the questions asked to the educators in the questionnaires. The analyses of graphs were created in Google forms.

Age and country of origin

The age of the migrants involved in drafting the questionnaires is ranging from 21 to 38 years old. The age field was not filled out in one questionnaire.

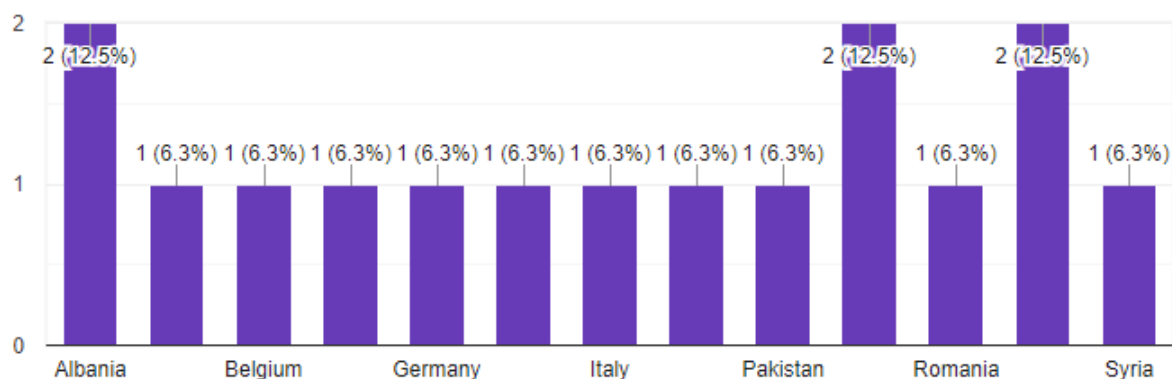


Migrants that participated in Greek research are coming from several countries:

- 2 from Albania,
- 1 from Austria,
- 1 from Belgium,
- 1 from France,
- 2 from Germany,
- 1 from Italy,
- 3 from Poland,
- 1 from Pakistan,
- 1 from Romania,
- 2 from Spain,
- 1 from Syria.

Country of origin:

16 responses



A. Background

Through the questions included in Part A of the questionnaire for migrant learners, we aim to collect information about the background of the learners involved in our research.

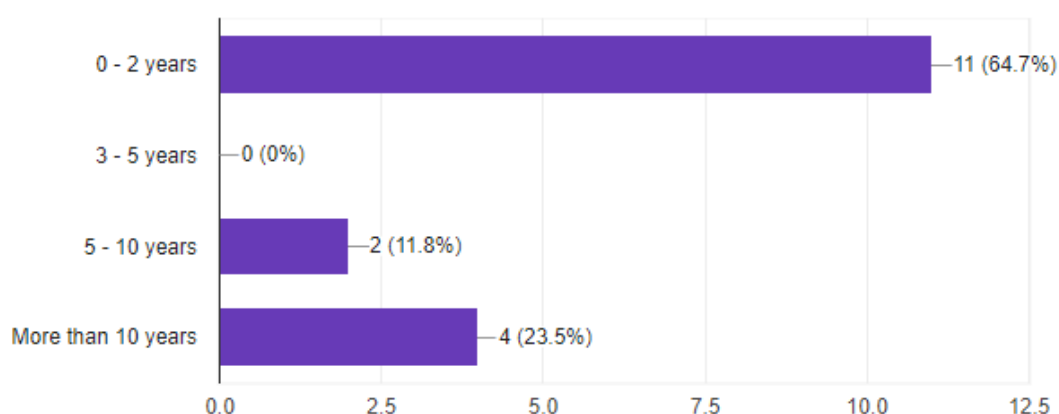
A1. How many years have you been living in Greece?

This question concerns the years that migrants are living in Greece. In the questionnaire four options were given: 1) 0 – 2 years, 2) 3 – 5 years, 3) 5 – 10 years, 4) more than 10 years.

The higher number of migrants (64,7%) is living in Greece from 0 to 2 years. The next higher number (23,5%) of migrants are been living in Greece more than 10 years.

A1. How many years have you been living in the Greece?

17 responses



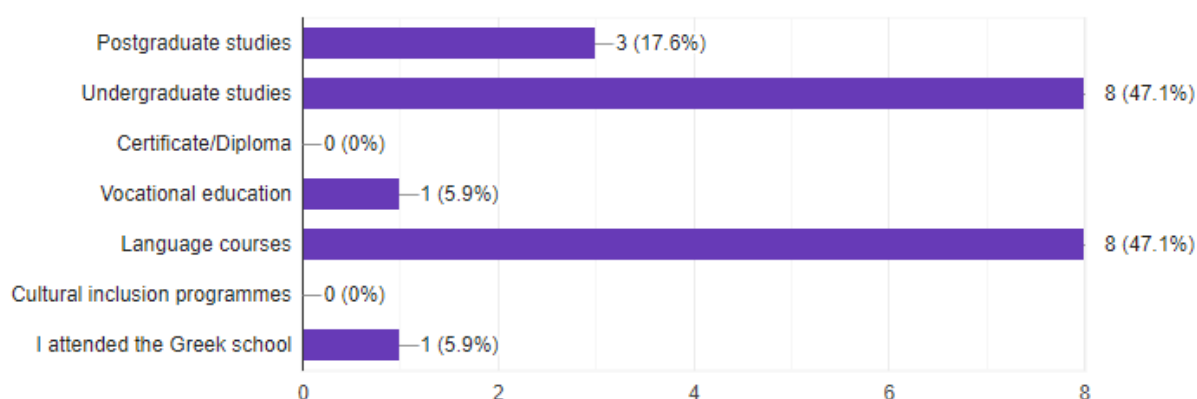
A2. What kind of educational programme/ training activity are you attending - either now or in the past?

Under this question we collected several answers, as:

- Eight (8) learners, the 47,1% of the migrants are attending or attended undergraduate studies
- Eight (8) learners, the 47,1% of the migrants are attending or attended language
- Three (3) learners, the 17,6% of the migrants are attending or attended postgraduate studies
- One (1) learner, is attending or attended Greek school

A2. What kind of educational programme/ training activity are you attending - either now or in the past?

17 responses



B. Your experience as a learner

Questions in Part B of migrant learners questionnaire designed to collect information about their experiences as learners in a foreign country.

B1. Are you facing any difficulties in your course? If so, what type?

Under this question migrant learners were asked to choose the difficulties that they confront in the courses they are attending; in the questionnaire were given ten options: 1) Communication in terms of language, 2) Communication in terms of culture (body language, nuances, cultural references, different values, different norms and practices etc), 3) Communication in terms of culture (body language, nuances, cultural references, different values, different norms and

practices etc), 4) lack of knowledge about the country that you are living in, 5) lack of understanding of the learning content, 6) different teaching style, 7) confusing learning material, 8) conflict management, 9) other, and 10) I am not facing any difficulties.

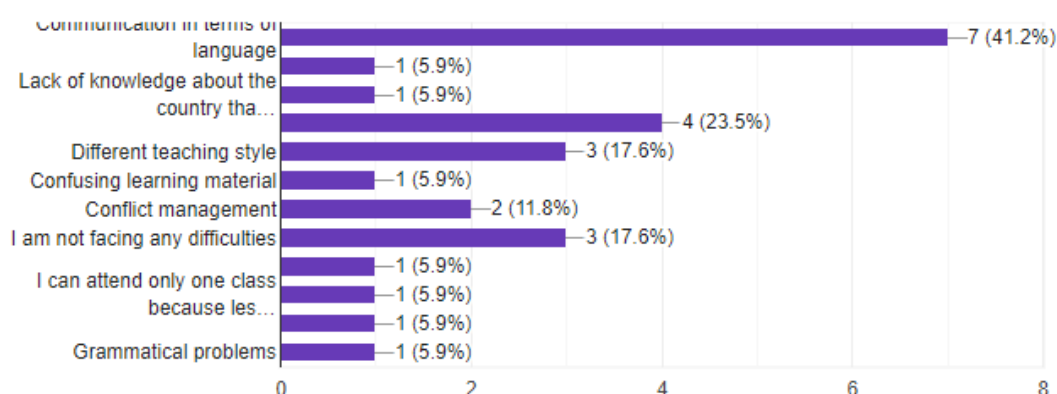
Most migrant learners, the 41,2% , confront problems in “Communication in terms of language”, while the 23,5% have difficulties in understanding the learning content. However, all difficulties listed as closed options in the questionnaire were selected by migrants participants, and the following difficulties were given under the option “other”:

- finding and contacting professors at university
- I can attend only one class because lessons aren't in English
- all the courses are in Greek, for this reason it's impossible to participate and of course, this makes a lack of learning
- Grammatical problems

B1. Are you facing any difficulties in your course? If so, what type?



17 responses



Moreover, under this question migrant learners were asked to explain if they are facing no difficulties, what works particularly well for them. We collected two answers under this question, which are the following:

Response 1:

Adaptability and looking for information before going there

Response 2:

Everyone is very nice and willing to help the other.

B2. Are you facing any difficulties in your relationships with your classmates or your teacher(s)? If so, please give examples without mentioning any names.

This is an open question, we present you below migrants answers as were written in questionnaires:

Response 1

as soon as i could find my professors, i didn't have any problems at all

Response 2

NO

Response 3

For most of the exams I have to write essays but I lack of guidelines, some requirements are too high according to the ECTS of the related course, the teachers don't follow their office hours, don't respect the appointments previously agreed and sometimes neither answer to e-mails.

Response 4

The professors I wrote to via email did not reply to it. Even when we they wanted to send me texts I needed for my essay

Response 5

No

Response 6

I don't face any difficulties

Response 7

I don't face any difficulties with my teachers or my classmates. Only sometimes with some of my colleagues in the hotel I work, who say that immigrants take the jobs of native-born workers. Not all of them, but some make this kind of comments.

Response 8

In the beginning of the lessons I couldn't understand the teacher because the lessons were in English and I didn't know English

Response 9

Some teachers in high school made some racist comments about Albanians

Response 10

In the beginning I couldn't understand what the teacher because I didn't know the language

B3. Describe an uncomfortable situation you experienced in your class. How was it handled? What did you think of it? Could it have been handled differently?

Response 1

To not understand what the teacher said

Response 2

I had a workshop at 11.30, the teacher came at 11.50, the lesson started at 12.00 because we had to wait all the students to come, then the teacher gave us less than 15 minutes of instructions and then he told us that the class was done. I think he could have communicated the necessary information via e-mail, with more than 24h notice and he could have posted a note on the classroom door.

Response 3

No

Response 4

Sometimes the lesson sticks and then I change the subject

Response 5

I had a conflict with a classmate of mine. I tried to calm myself and with much discussion I explained to him that he was wrong.

Response 6

I had difficulties with the language and cultural differences

Response 7

Sometimes I have some problems with my classmates because I am Albanian

Response 8

I am friendly with the Greeks and the Albanians who live in Greece, so I don't have any problems

B4. Do you think teachers/trainers of adult migrants need further training? If yes, what should that training include?

Response 1

an advanced English speaking level

Response 2

NO

Response 3

Yes. They could do lessons in English and have more precise guidelines for the students from abroad.

Response 4

the teachers should lecture also the Erasmus, otherwise I think it will be hard for them to grade the students, because the students don't really know what the teachers want, and the teacher don't know the students and their work;

Response 5

Very good teacher

Response 6

To know from the start the reason why the students want to learn the language

Response 7

It would be nice if the teachers knew my language

3.3.3 GREECE PRELIMINARY CONCLUSIONS

For Educators

According to the answers that educators gave we can derive the following conclusions.

A. Level of education and Training programmes attended on Intercultural Learning:

Even though all respondents have high qualifications, from 15 educators participated in Greek research, 9 hold a university degree, while 6 hold a PhD. However, only half of them have attended a training programme on intercultural learning.

B. Topics of intercultural learning that educators are more or less familiar

A. More familiar

- Key concepts of culture and communication in the classroom: **73,3%** of the educators choose the value (3) - **"A lot"**, while **26,3%** of the interviewees are (1) - **"Not at all"** or (2) - **"Very little"** familiar with this topic.
- Educational models, such as the assimilation model, models of multicultural /intercultural education, inclusion of the other etc.: **60%** of the educators choose the values (3) - **"A lot"** and (4) - **"Very much"**, while **40%** of the interviewees are (1) - **"Not at all"** or (2) - **"Very little"** familiar with this topic.
- Intercultural perspectives of time, work and leisure: **60%** of the educators choose the values (3) - **"A lot"** and (4) - **"Very much"**, while **40%** of the interviewees are (1) - **"Not at all"** or (2) - **"Very little"** familiar with this topic.
- Intercultural dimension of dignity: **60%** of the educators choose the values (3) - **"A lot"** and (4) - **"Very much"**, while **40%** of the interviewees are (1) - **"Not at all"** or (2) - **"Very little"** familiar with this topic.

- Multicultural class management: **53,4%** of the educators choose the values (3) - “**A lot**” and (4) – “**Very much**”, while **43,6%** of the interviewees are (1) - “**Not at all**” or (2) - “**Very little**” familiar with this topic.

B. Less familiar

- Legislative framework for the education of migrants: **86,7%** of the educators choose the values (1) - “**Not at all**” and (2) - “**Very little**”, while **13,3%** are “**A lot**” familiar with this topic.
- Bilingual/ multilingual education: **73,3%** of the educators choose the values (1) - “**Not at all**” and (2) - “**Very little**”, while **26,7%** are “**A lot**”, and “**Very much**” familiar with this topic.
- Current context of migration in Greece (broad trends, understanding different types and experiences of migration, working in a network that includes institutions/bodies acting in migrant inclusion etc.) statistics: **73,3%** of the educators choose the values (1) - “**Not at all**” and (2) - “**Very little**”, while **26,7%** are “**A lot**”, and “**Very much**” familiar with this topic.

C. Intercultural dimension of educational institution that are working the educators participated in our research.

It should be mentioned that most educators participated in our research are teaching in public schools or in local authorities. Most of these educational institutions are located in central urban areas and have migrants students. Educators stated through their answers that the educational institution that are teaching follow a written policy on intercultural learning. However, when they were asked how satisfied are from this/ these policy/ policies, most educators are dissatisfied (23,1%), or neither satisfied or dissatisfied (53,8%).

D. Areas where educators would like their institution to improve with regard to intercultural learning and teaching.

According to educators answers below, the main areas for improvement are listed:

1. Training of teaching staff on:

- Legal Information,
- Teaching Techniques,
- Strategies to support and provide guidance to migrants,
- Methods and techniques of Integration (Reception and Integration),
- Support educators to have access on intercultural training.

2. Improvement of educational context:

- Development of materials,
- Raise awareness of the Greek students in order to accept migrant learners,
- Implement of projects and activities (international exchanges, mobilities etc.),
- Multilingual information/ training to migrants,

- Support migrants on education and training - provide Greek language learning courses,
 - Have a policy/ strategy.
3. Promotion of integration policies/ activities on local level:
- Projects for the local population regarding intercultural education,
 - Common activities with migrants,
 - Familiarization with the migrants' culture and aspects of religion.

E. Difficulties that educators face as a teacher/trainer of adult migrants

According to educators' answers the main difficulties that they face in migrants education are:

1. linguistic and cultural difficulties,
2. group dynamics (based on different identities, needs and interests,
3. not active participation in the class/ need for team building activities,
4. lack of knowledge of cultural and family background of the students,
5. multi-level classrooms - many students in class,
6. conflicts among students and racism.

F. Uncomfortable situations that educators experience in their class and how they handled them

According to educators' answers, the most common difficult situations they faced in their classes and the ways they handled them are the following:

1. **Uncomfortable situation:** because of the different views of the students concerning the gender roles and the differences.
Way to solve the problem: using dialogue in order to listen and to understand students' different points of views. Respect; accept each other's opinion and not to characterise one opinion as better or more acceptable than another.
Tool: knowledge and training on problem solving and conflict management issues.
2. **Uncomfortable situation:** students are rude or unfair and mistreats their classmates.
Way to solve the problem: interventions to resolve the problems that occur in a democratic way.
3. **Uncomfortable situation:** Many racist comments to another students, even as a joke.
Way to solve the problem: Prohibition of any kind of comment that doesn't respect the personality of the other
Tool: Activities that promote the value of respect and cultural diversify
4. **Uncomfortable situation:** Probably cultural issues on time management; A Syrian student didn't follow the timetable of the school – was always late.
Way to solve the problem: Equal treatment of all students – explain to student that has to follow the rules of the school, otherwise this attitude will have consequences. -
Tool: School rules and punishments.

***** Note:** *This respondent's approach is interesting, as it focuses on ethnocentrism and punitive approaches that do not encourage learning. Together with the rest of the answers, it reinforces the need of an intercultural course for educators. When the InterTrainE course and material is developed, we will discuss such cases and propose solutions such as the following: Discuss with the student intercultural perspectives of time. Ask what they consider as late, and how punctuality is approached in their home country. After a discussion, explain that in Greece the system is different and it is considered impolite to be late. Explain that politeness is cultural. Make sure that the attitude is not punitive, but educational for everyone (teacher and learner).*

5. **Uncomfortable situation:** Nationalistic behaviours: students burned a flag of a country.
Way to solve the problem: Organisation of school cultural activities to raise awareness/ promote empathy
Tool: School rules and organization/ implementation of multicultural activities.
6. **Uncomfortable situation:** Conflicts among students: students from FYROM and Greek students from Pontus (a region on the southern coast of the Black Sea) and Macedonia. **Way to solve the problem:** Dialogue and intervention of the educators and training staff.
Tool: Dialogue, interventions of school staff.

G. Training or resources that educators need to improve their teaching practice

1. More targeted training programmes and training seminars for educators on issues of social education, psychology and counseling. Also, language seminars for educators in English or in a different language; an educational cultural program, which would involve and introduce to foreign students the host country they live in (through visits to museums, cultural and educational sites, schools or universities, sport facilities, important public services such as municipalities, KEP, OAED and other services).
2. Psychology of adult learners, psychology of immigrant learners, knowledge of the history, culture and social status of students groups.
3. Targeted and regularly organized training programmes and teaching material, programmes and courses available for everyone – not only for people speaking Greek language.
4. Training for educators on intercultural education and the use of different techniques; to create a school/VET network; and to develop educational materials for the trainers on how to support migrant learners and their families.
5. Realistic methods, applicable in education - Specific aims and results - Technical infrastructure - Well-structured context.
6. To know migrants culture and the background - To know more regarding refugees' rights - To learn and gain more tools especially on intercultural activities.
7. Tools and techniques to deal with racist comments and attitudes - Counseling - Support groups (Psychologists, social workers etc.).
8. To know the educational needs of the migrants in my region - To participate in training programs for educators of migrants - To know more about offered online trainings, e-learning platforms for educators on intercultural issues.

9. Anthropological approach - Get familiar with the ethical codes of other cultures - Training material (various and different kind).
10. Knowledge on Multicultural Classroom Management Educational strategies.
11. Tools to support students from different cultural backgrounds and to those who may become victims of racism.
12. Some techniques on conflict management and communication issues.

H. Topics to be included in a training programme for educators teaching adult migrants

According to educators' answers, a training programme on intercultural learning should include the following topics:

1. A theoretical part on adult education in general; linguistic preparation for communication purposes; specific sections on the sociological and historical aspects of migration, as well as a historical path to previous migrant crisis; modules of educational and occupational counselling and psychology regarding mainly on how to manage intercultural classes, but also to manage problems and conflicts that may arise; to include good practices, with examples of already implemented training programs.
2. Legal Information for migrants, counselling, conflict management and socio-cultural aspects.
3. Ways to integrate migrant students, activities, methodological and multicultural aspects.
4. Migration issues and the proper use of language.
5. A well-structured programme that will guide the teachers and will be used in everyday, practical, problems of adult migrant learners (work, services etc.); should include teaching techniques, development of helpful course materials, management techniques of migrant and native learners, and methods of cooperation between educators or between educators and headmasters etc.
6. Techniques, methods, tools on intercultural education and social inclusion of migrants. Also, it should promote the value of interculturality, the introduction of different cultures and it should provide legal information and migrant inclusion methods and activities.
7. Tools for familiarization of the migrants' culture; Promotion of the culture of the host country.
8. Tools and ways to integrate migrants; Tools and ways to deal with racist comments and attitudes.
9. Intercultural Classroom Management; Intercultural awareness and understand culture adaptation
10. Principles of adult education - principles of teaching Greek as a foreign language - Teaching techniques
11. A training programme for educators teaching adult migrants should include theoretical training but also practice.

12. Communication, interculturalism, identities, sociology, psychology.

Conclusions from migrant learners' questionnaires:

According to the answers that migrant learners provided on their filled questionnaires we can derive the following conclusions concerning:

A. Difficulties migrant learners faced in the classes they attend

Based on migrant learners' answers listed below are the most common difficulties that they are confronting:

- 1) Communication problems in terms of language,
- 2) Difficulties in understanding the learning content,
- 3) Grammatical problems,
- 4) Different teaching style,
- 5) Conflict management.

B. Difficulties in learners' relationships with their classmates or teacher.

Based on migrant learners' answers listed below the most common difficulties that they are confronting are:

- 1) For most of the exams I have to write essays, but I lack guidelines; the teachers don't follow their office hours, don't respect the appointments previously agreed and sometimes neither answer to e-mails.
- 2) I don't face any difficulties with my teachers or my classmates. Only sometimes with some of my colleagues in the hotel I work, who say that migrants take the jobs of native-born workers. Not all of them, but some make this kind of comments.
- 3) In the beginning of the lessons I couldn't understand the teacher because the lessons were in English and I didn't know English.
- 4) Some teachers in school made some racist comments about Albanians.
- 5) In the beginning I couldn't understand what the teacher because I didn't know the language

C. Uncomfortable situation that migrant learners experienced in their class and ways they did handle it

According to the migrant learners' answers listed below, the most common uncomfortable situation they faced in their classes:

- 1) I had a conflict with a classmate of mine. I tried to calm myself and with much discussion I explained to him that he was wrong.
- 2) Sometimes I have some problems with my classmates because I am Albanian

D. Topics that a training programme for migrants' educators should include, according to migrant learners' opinions are:

- 1) an advanced English language course,
- 2) guidelines for training students from abroad,
- 3) language courses on migrants' languages.

Generally speaking, most migrant learners mention difficulties in terms of communication, and this is mainly because they do not speak Greek. This was also noticed throughout the research process, as educators reported that they needed to help their students with feeling in the questionnaire. So the language barrier stands out as an important issue for migrants with consequences to the learning process and their everyday life. And even though the learning environment is generally described as friendly, there are some issues with the teaching styles followed which can be different than the ones they are used to back in their native country. There are some complaints in relation to the organisation of classes with teachers not being available and not providing adequate guidance.

There are also mentions of prejudice and nationalistic behaviours by natives but also by teachers, which is also noticed in some of the educators' replies. This did not seem a big issue and just few respondents mention it, but especially in the case of educators, this is something that should be addressed by this project.

Learners seem appreciative when their teachers are interested in their culture and would like them to be more knowledgeable about what it means to be a foreign student coming from a different cultural background. One of the most frequent difficulties among students is conflict management, so educators who are aware of historical or cultural differences between their students and are appropriately trained to handle conflict when it arises are appreciated by learners.

3.3.4 RECOMMENDATIONS FROM GREECE

We encountered some replies from teachers that focus on ethnocentrism and punitive approaches that do not encourage learning. Together with the rest of the answers, it reinforces the need of an intercultural course for educators.

When the InterTrainE course and material is developed, we should discuss such cases and emphasize on the need to adopt attitudes that are not punitive, but educational for everyone (teacher and learners).

There is a clear need that both educators and learners understand each other's basic cultural characteristics; this would help with group dynamics and team-building and would also help reduce phenomena of racism and exclusion.

Apart from a theoretical part on adult education in general, educators would benefit from courses on the sociological and historical aspects of migration, as well as modules on how to manage intercultural classes and how to manage problems and conflicts if they arise; Concrete, straightforward examples and practices should be included and not only theory on the above.

When it comes to survey methods and generally ways of reaching out to migrant population, it is preferable that this is done in a more direct, personal way than using online tools.

Approaching migrants via their school/teacher or other people they already feel comfortable with and who can explain the purposes of the research, will get better results than distributing an online or even printed questionnaire.

3.4 FINLAND RESULTS

METHODS

To conduct this needs analysis, questionnaires were distributed online to educators of adult migrants and to adult migrant learners through Google Forms. The language of the forms was English, as most of the migrants might not speak good Finnish and filling in a form in Finnish might be challenging. Educators in Finland also speak excellent English, although the option of Finnish forms was offered on some occasions. The Google Form links to the questionnaires were posted on social media and also distributed through e-mail to the stakeholders, cooperation partners and other organisations that Learning for Integration has been working with for years, and the questionnaires were also sent by e-mail to various institutions organising integration training or Finnish language training for migrants. Approximately 50 emails were sent to either educators or institutions in order for them to share the questionnaires with their educators and migrant students. Many of the stakeholders and institutions were also contacted by phone. The questionnaires, as well as screenshots of the landing page on Google Forms, can be found in the Appendices (section 6).

The questionnaires were accepting responses for 3 weeks. The questionnaire for educators received a total of **7** responses and the questionnaire for learners received a total of **18** responses. The original target was 40 questionnaires in total, and this was not quite achieved.

3.4.1 Finnish findings from Educators' survey responses

A. THE EDUCATORS' BACKGROUND

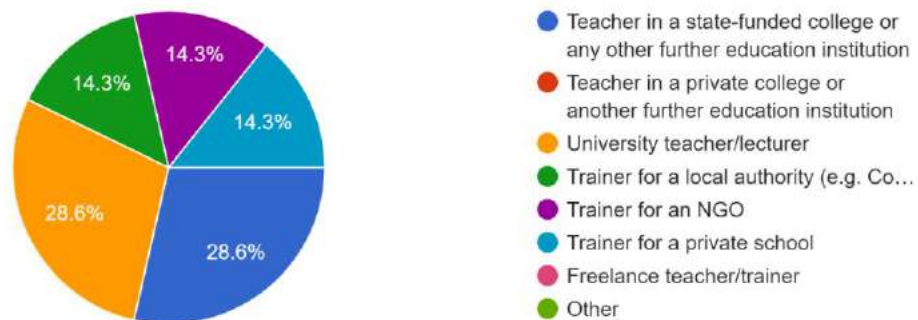
The online survey returned **7** responses, of which **5** stated their full name and the rest wished to remain anonymous. The respondents were between 39 and 59 years old and their average age was **49**.

All of the educators who responded were from Finland.

In terms of occupation, the respondents were quite dispersed: 2 were teachers in a state-funded college or other further education institution, 2 were university teachers or lecturers, 1 was a trainer in private school and 1 a trainer for an NGO, one a trainer for a local authority.

A1. Occupation

7 responses



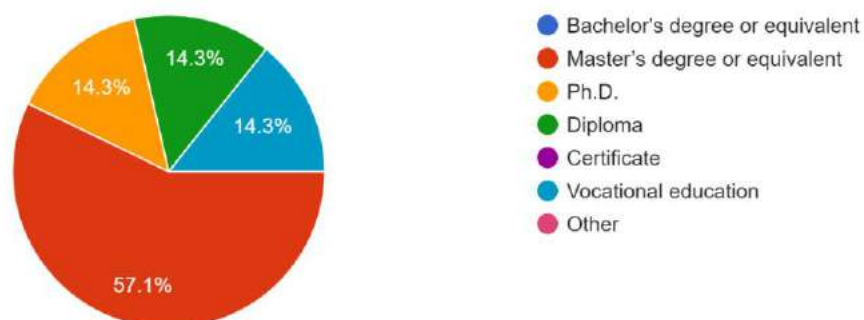
Respondents were all teaching languages (either language courses or Finnish as a second language courses specifically directed at migrant learners):

- Finnish as a second language
- Swedish
- English

Respondents qualifications ranged from a diploma and vocational education to Master's degree or equivalent, which was held by most respondents (57 %):

A3. Your qualifications

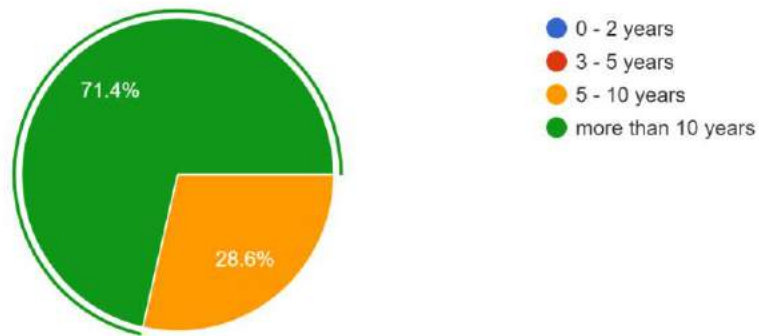
7 responses



Most respondents were highly experienced: 5 out of 7 respondents had been teaching or training for more than 10 years, and the rest for 5-10 years.

A4. Your experience in the field of teaching/training?

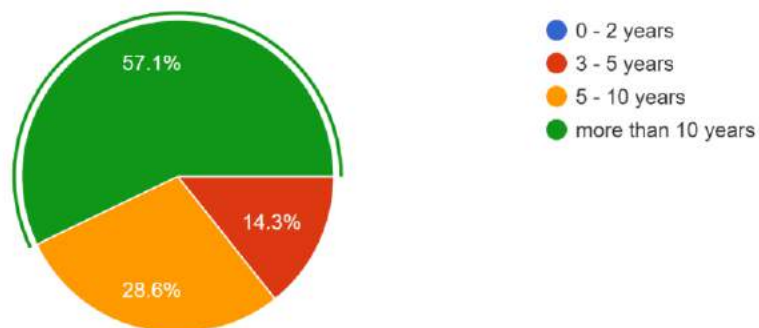
7 responses



Their experience in teaching or training migrants in particular was also high; 4 trainers (71 %) had been teaching migrants for more than 10 years. Therefore their point of view is particularly valuable for the research (mentioned in Conclusions).

A5. Your experience in teaching/training migrants in particular (either exclusively, or in mixed classes).

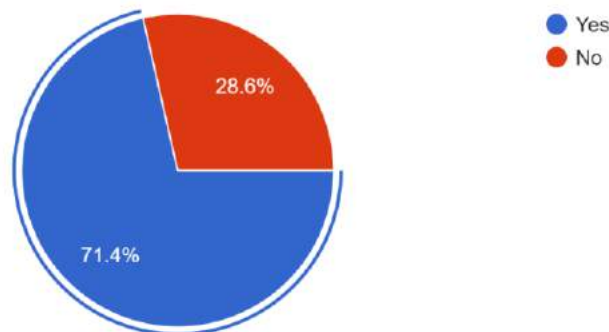
7 responses



Most respondents (5 out of 7) had attended some programme or seminars in Intercultural training:

A6. Have you attended educational programmes/ seminars in Intercultural Training?

7 responses



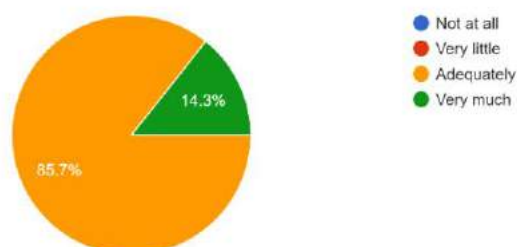
Those who attended such programmes stated that these included the following:

- We have organised trainings related to intercultural education via some projects (e.g. RADAR); some seminars in intercultural education by multicultural organisations in Helsinki
- Several short courses (a day or so)
- Several additional courses in Opeko and Palmenia, all together maybe two years
- there was some focus on intercultural training in teacher's training
- Several one-day educational seminars on pedagogy and cultural diversity, additional training events for teachers and trainers (up to 3 days)

When asked to what extent they are familiar with topics related to intercultural learning and teaching, respondents stated the following:

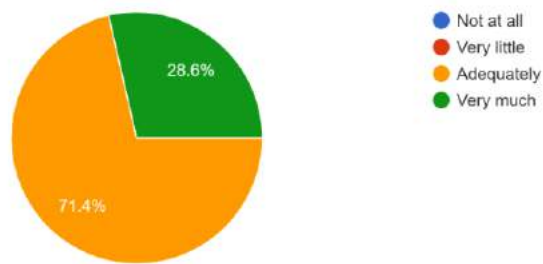
1. Key concepts of culture and communication in the classroom (cultural identity, intercultural communication, ...petence, intercultural competence etc).

7 responses



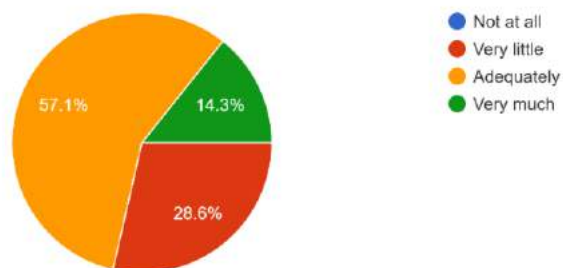
2. Current context of migration in Finland (broad trends, understanding different types and experiences of migration in migrant inclusion etc) statistics:

7 responses



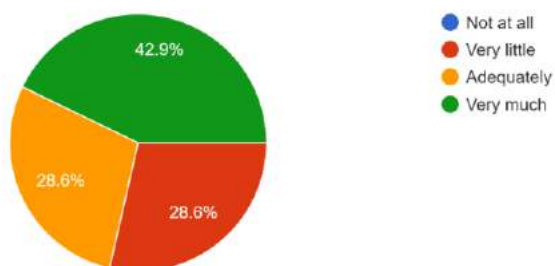
3. Legislative framework for the education of migrants:

7 responses



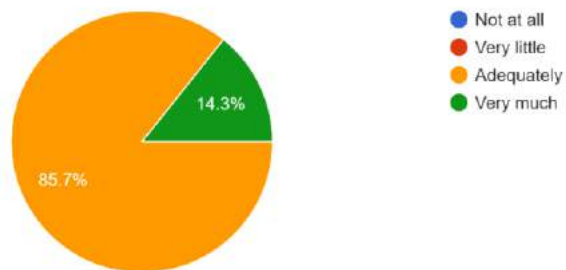
4. Bilingual/ multilingual education:

7 responses



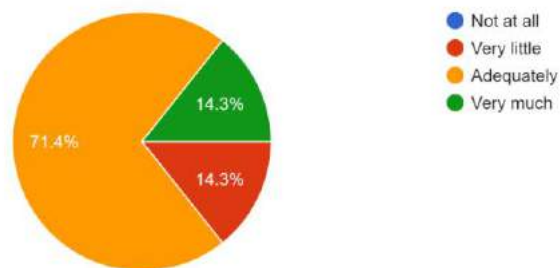
5. Educational models, such as the assimilation model, models of multicultural /intercultural education, inclusion of the other etc:

7 responses



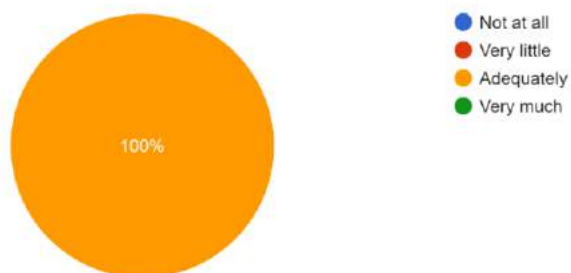
6. Multicultural class management:

7 responses



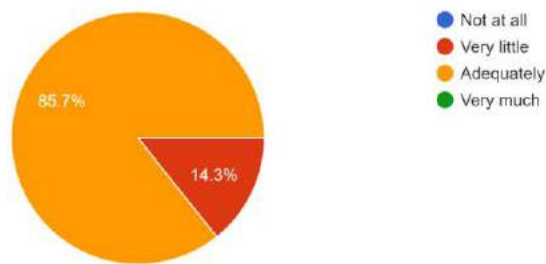
7. Intercultural perspectives of time, work and leisure

7 responses



8. Intercultural dimension of dignity

7 responses



The above results show that the majority of educators feel like they are adequately familiar with topics of intercultural learning and teaching, especially in terms of key concepts of culture and communication in the classroom, current context of migration and educational models for intercultural education, as well as intercultural perspectives of time and work. However, in terms of legislative framework and bilingual and multilingual education, a few of the respondents felt like they did not have sufficient knowledge. There were a few respondents who also did not feel they had sufficient knowledge of multicultural class management and intercultural dimension of dignity.

This indicates that work should be done in this aspect, and any new training courses should include a module on these topics.

B. INTERCULTURAL DIMENSION OF THEIR WORKING ENVIRONMENT

Most of the education institutions were located either in a town or inner city. There were no respondents from rural organisations.

When asked the **rough percentage of migrant learners that attend their classes**, respondents answered as follows:

4 respondents answered 100 % of their students were migrants or from migrant background

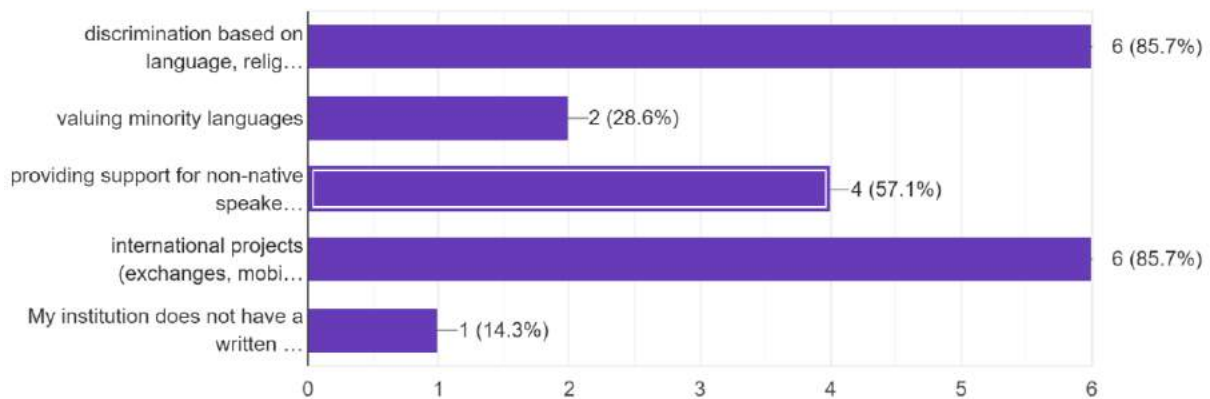
1 respondent answered 50 %

1 respondent answered 40 %

With regard to institutions have a written policy on issues relating to intercultural education, the responses were as follows:

B3 Does your institution have a written policy on the following? If you are freelance, are you following a National p...ching activities? (tick all that apply).

7 responses



6 respondents stated that their institution has a written policy on discrimination based on language, religion or ethnicity, so all except for 1 respondent.

Only 2 respondents stated that their institution has a policy on valuing minority languages, **which is a surprisingly low number, as this is legislated by Finnish law**. This requires further attention.

4 respondents stated that their institution has a written policy on providing support for non-native speakers or people from different cultures. This is positive, but again, not adequate, as it represents only half of the respondents.

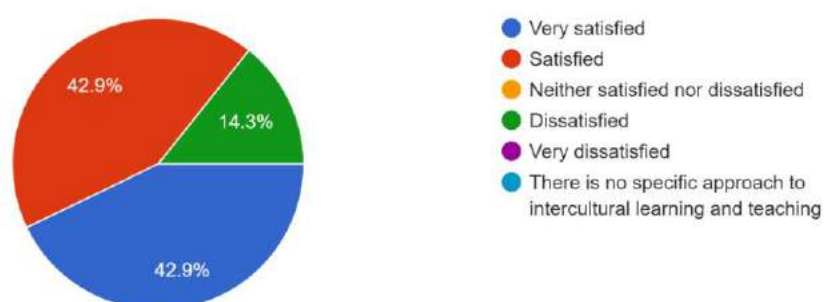
6 respondents stated that their institution has a written policy on international projects such as exchanges and mobilities.

Only 1 respondent stated that they do not have any written policy.

All but one respondent were nevertheless satisfied with their institutions approach to intercultural learning. One respondent commented that “We have a background in teaching languages and working with migrants”.

B4. How satisfied are you with your institution's approach to intercultural learning and teaching? If you are fre... please comment on your own approach.

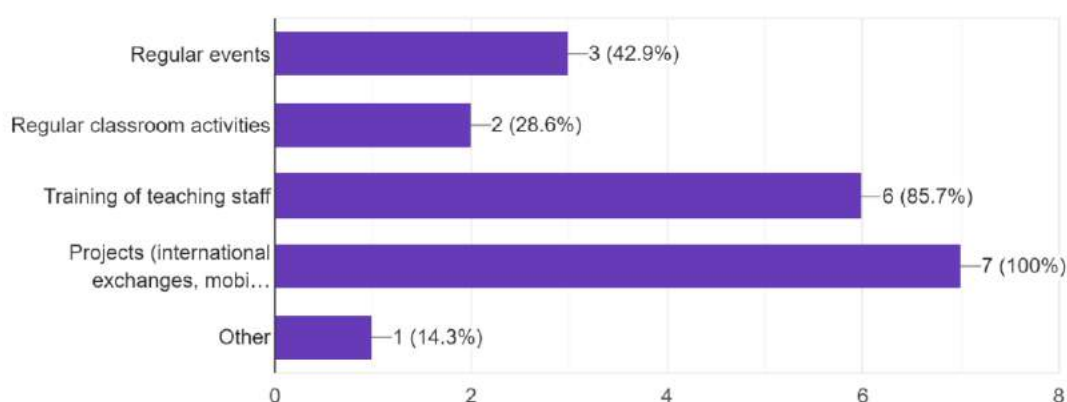
7 responses



When asked in what ways their institutions actively promote intercultural learning, respondents gave the following answers:

B5. In what ways does your institution actively promote intercultural learning? (Choose all that apply)

7 responses



Respondents gave some suggestions that they saw would improve their competence in intercultural teaching and learning in Finnish institutions. There included:

- more established policy, more resources for courses
- Native teachers in some lessons
- How to help learners with special need (eg dyslexia), mother tongue studies (we can't give our students at the moment teaching in their mother tongue)
- better material available
- I am teaching in a vocational school. The most urgent issue now is the question about what kind of language skills and what language level the learners should have, when they begin to study here. We used to have threshold- level B1.2 for Finnish as second language -supported studies and B2.1 for those, who started to study with native speakers. For

some years we haven't had these thresholds anymore. (I am talking about practical nurse -education.) Now we have students, who cannot practically read or write in Finnish and maybe not even in their own L1. That causes very much stress for the students and for us teachers.

- In some other vocations you maybe can learn language by doing and the role of the language is not so crucial as it is in practical nurse -studies and especially in the real working life.
- I hope, that our institution could listen more us teachers.
- more focus on working with international students from a cultural perspective
- Not sure

The educators were also asked of specific instances where they had an uncomfortable situation in class. Here are some answers:

- Respecting classmates
- The groups being very heterogeneous can be a challenge. I feel that I always neglect someone.
- I remember one situation when was asked to attend in a meeting. I did not know that student before, but I heard, that she was sent back from training period. She was practicing in First Aid in the hospital and they have sent her away, because she made things there that were dangerous to the patients.
- Her vocational teacher, a psychologist and I were all together talking with her. The psychologist and the student had same mother tongue. Still none of us could not explain her the situation so that she could understand. I got that impression, that it was about culture and thinking in different way. Our system has failed in that sense that she was allowed to go so far. Her skills and knowledge should have been evaluated before she went to practicing-period. Or in best case before she was accepted to First Aid -studies.
- a Muslim student was offended by a joke that a Finnish student said, and there was some debate that made everyone uncomfortable. I tried to address it by mentioning cultural differences and moved on, but I am sure it could have been handled better.
- In the beginning of my teaching career I had to learn a lot and to get used to different perception, points of view and behavior of students depending on their background, I had to adjust learning material for a certain group of students. I did not have any big issues or uncomfortable situations as such to be mentioned.

The last set of questions referred to the educators' practice. When asked what difficulties they face, they stated the following:

- The skills levels in our Finnish groups were quite different, so sometimes planning the activities and material was challenging
- Different skill levels in a class
- The very different backgrounds of the learners, what to do with adult (mature) students who have skills and work experience but can't find a job without qualifications, how to help students with trauma.
- NA

- As I mentioned, the gap between students' language skills and what is demanded is in many cases too big.
- not many, my students are quite highly educated
- I am not facing major difficulties

The final two questions asked what additional training or resources respondents needed to improve their teaching practice from an intercultural perspective, and also what a training programme for educators should include in general. The answers to these questions can be summarised below.

- Some training especially **when teaching people from very different cultures**, cultural information, best methods for teaching
- **Smaller groups**
- I could also do with exercises and activities that have been aimed at adult non-Finnish speaking learners. Quite often an English course is also about learning Finnish.
- More worksheets, icebreakers, **team building** games
- I would like to learn more about how to **teach reading and writing skills**
- **focus on cultural differences**
- Apart of personal experience, it could be good to have **intercultural training aimed at certain student groups depending on their country of origin** and maybe presentations on specific topics/cultural aspects of these countries made by students themselves are always a good idea.
- Detailed information about what it is to learn a new language in adult age and how much your background and former schooling is influencing to your abilities to learn.
- It does depend a lot on the training programme topic and aim.

This list has useful ideas for what could be included in the resources for the project.

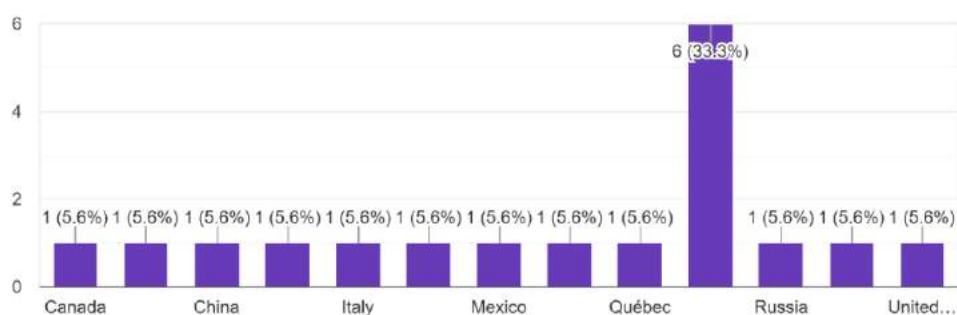
3.4.2 Finnish findings from Adult Migrant Learners' survey responses

The online survey returned **18** responses. 8 of the respondents had been living in Finland for 5-10 years and 2 of them over 10 years. Only 3 had been living in Finland for 0-2 years.

Their country of origin varied a lot; from European countries to Russia, Canada, China, Mexico, Quebec and the United States.

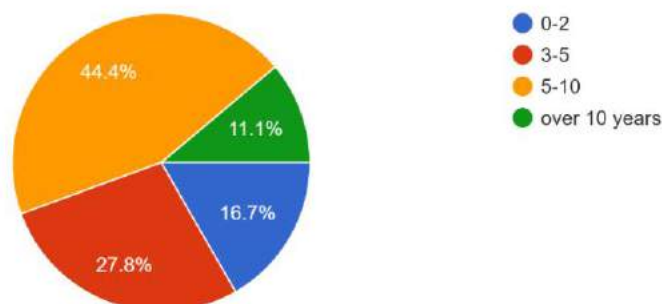
Country of origin

18 responses



A1. How many years are you living in Finland?

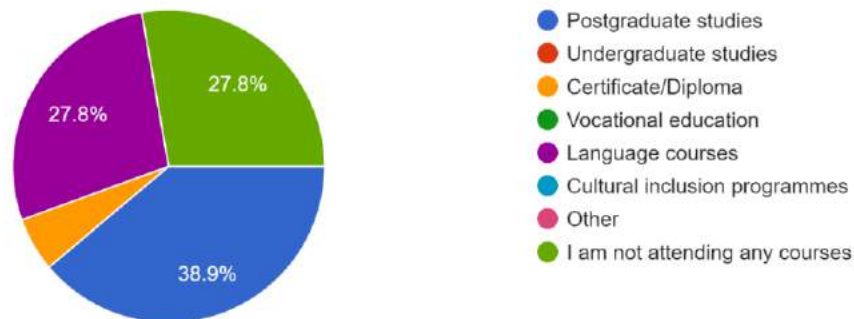
18 responses



The majority of respondents are attending or have attended postgraduate studies in Finland (7 out of 18) or language courses (5 out of 18). 1 attended a course for certificate/diploma.

A2. What kind of educational programme/ training activity are you attending? Please specify the educational/ training provider.

18 responses



With regard to their experience as learners, 5 respondents out of 18 stated that they are not facing any difficulties.

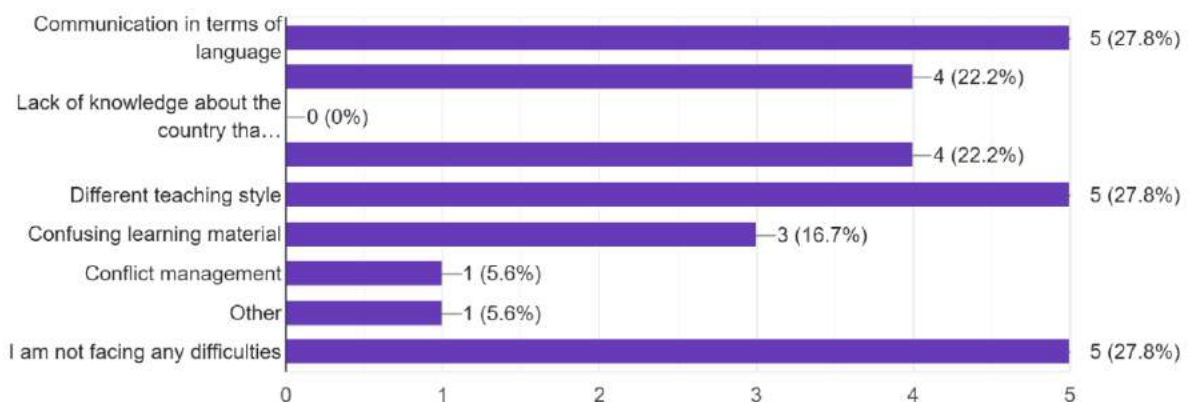
What works particularly well for them is:

- Reading newspapers and writing texts that are later analyzed with the teacher.
- Not the style I had before (less intense, softer), which is not necessarily a bad thing
- Self-management and psychology
- The courses I took were "intensive" and aimed at people with an academic background, so the pace and difficulty was suitable.

Most of the respondents were facing some difficulties, including:

B1. Are you facing any difficulties in your course? If so, what type?

18 responses



- Communication in terms of language 5 respondents (around 28%)

- Lack of knowledge about the host country – 4 respondents (around 22%)
- Different teaching style – 5 respondents (around 28%)
- Confusing learning material – 3 respondents
- Conflict management – 1 respondent
- Other – 1 respondent

Some elaborated on the difficulties:

- I don't like to study language in groups, like to do it alone. But group work is necessary.
- Last time I attended a language course a year ago. The only difficulty was my work timetable and being able to attend all classes.

Several respondents (11 people) also stated that they are facing some difficulties in their relationships with their classmates and teachers. These are some of the reasons:

- They don't understand the extra effort students from non-English speaking countries need facing, particularly in a course where language is so important such as in counselling.
- Teachers become very frustrated with me because my spoken Finnish is so bad although I can read and write fine. This has happened in many different courses with different teachers.
- People like everyday life, and I like interesting stories. I don't like to discuss weekend experience, regular summer vacation, family and so on. I like to discuss some impressive biographies, history, discoveries and so on. "Normal" group work is just boring.
- There are some uncomfortable moments when discussing gender and/or relationship topics during class due to the fact that all classmates are from different backgrounds and culture. Especially some women feel uncomfortable when male classmates from countries where they can have several wives and etc. mention a bit degrading comments towards women. I understand it comes naturally from different culture but it still feels uncomfortable sometimes. I feel that sometimes even the female lecturer also feels uncomfortable but does not know how to react to them.
- Yes, with some Muslims
- I have taken part in more than 7 different language courses in Finland (studying English, Finnish and Swedish) and have ever experienced any difficulties.
- Cultural differences in how teacher/student relationship is supposed to work.
- Not now, but it took me some time to realise that Finns don't use names when walking in and starting a conversation. It's just "moi" Apparently, when you do use someone's name they think you want something from them.
- There was an older Finnish man who screwed up a group presentation by presenting something we did not agree upon, and then we all got downgraded.
- I had a trouble with one professor who was too authoritative, but was a foreigner

- I am used to a more social learning style, more study groups and class discussions and presentations. The Finnish students in my classes can be quite passive and quiet, and it is difficult to communicate with them about tasks sometimes (although some are very friendly and sociable).

8 respondents also mentioned an uncomfortable situation they experienced in class. The rest of the respondents either did not reply or said that they had had no difficulties. Uncomfortable situations included the following:

- In some language courses, there are challenges with classmates who are less educated or from countries with a different social climate. For example one time during a conversation I said that I had seen the film "Tom of Finland" over the weekend, which made the Afghani refugee in the conversation group very uncomfortable, and a Taiwanese woman could not stop giggling because she was uncomfortable. So, I went back to courses for university graduates because the conversation topics would be more free, but then there is less opportunity for conversation and instead a lot of studying grammar.
- One of my classmates never did his homework and asked me about meaning of each word which we were supposed to learn at home. I spent half of the lesson dividing my attention between him and the teacher. I handled it by stopping visiting the courses after that semester.
- Arrogance from the teacher
- In regards to the mentioned above, I saw sometimes my female lecturer's face went red but still tried not to ruin the 'good vibe' in the class and tried to laugh the inappropriate comments away. But I feel that sometimes the lecturer should mention a bit strongly that these kind of comments are not acceptable considering equal rights, gender equality, or even Finnish culture and values.
- It was a conflict between the teacher's style and some people in the class. The teacher tried to explain that she doesn't mean anything special about these Muslims and she just wants to let everybody in the class to talk in Finnish.
- Generally speaking, I had positive experiences when I studied Finnish. But there was this one time where I felt a bit uncomfortable due to the fact that the teacher was not so professional. She was too close with a part of the class because they simply became friends and that influenced her behavior during lessons. In addition once she also stated the following: "oh such a pity that N. is not in class. He is kind of my favorite".
- Some teachers speak too fast, I hardly understand them. We discussed this with one of the teachers and have agreed, that I will make a sign if a lecturer speaks too fast.
- Gave feedback on the curriculum, because it lacks important skills needed in this field. The feedback was dismissed by our teacher. She felt that the point being brought up has negligible impact in real life, even though it was something that many of us had noticed would factually prevent us from getting a job in that field. It felt like questioning the curriculum was perceived as questioning the teacher's professional skills.
- No example
- It could have been handled better by the teacher I guess, but we all suffered as a part of group work. I learned not to work with this guy again.
- Some students interrupt the teacher all the time, I think this is not polite. The teacher never says anything about this to these students and never asks not to interrupt her.

- When some student stops teacher every time with questions and the teacher started to be angry a bit, but still replying. I guess there should be limit on questions to have good flow of lecture.
- I had a presentation to be done in pairs with a Finnish student, and she did not want to dedicate much time or effort to the task. I had to do most of it on my own.
- Nothing major happened. One minor issue that came up multiple times is that it can be awkward to talk about one's home country & culture if you were a minority there and/or there's several cultural groups in it. It feels like you either need to make big political deal out of it, in a way that is out of place, or you need to simplify things in a way that doesn't represent you. There were other people in a similar situation than me in my class, but I don't know if they thought it was a problem.

The main themes arising from the responses above are language problems and cultural differences, problems adjusting to different learning and teaching styles or not connecting with classmates. This will be further discussed in Conclusions.

Finally, almost all respondents (17 out of 18) thought that that teachers/trainers of adult migrants need further training. Their main concerns and points of view are the following:

- I think that the teachers need to be at least informed of the challenges and stressors that adult migrants have to deal with. These are quite different from the challenges faced by the other Finnish university students. In my university course we would be forced to do group assignments, and often the Finnish students would behave in really bizarre ways (e.g. not showing up at all to class or group meetings or refusing to reply to emails or phone calls from group mates) and then the teachers would just say that we had to be group members with them anyway because this is the rule. I think this is very unfair and insensitive behavior. The teachers think that we should not care about our grades because in Finland no employer will look at your transcripts, and no university cares about your grades when you apply to a new program, but if we are migrants we might move to another country later where grades matter. No one informed me before I enrolled in university that professors would not care about fairness in grading or the success and learning of students. So, either this should be made transparent, or teachers should take students seriously and take group assignments and grading seriously. I also think it would make sense that the university informs students before they even enroll to the university that learning and grading are not taken seriously, even at universities like Aalto University.
- No idea, I had only one teacher and she was fine. I don't think teacher is particularly important when group is big and the teacher anyway cannot spend much time with each student. I passed citizenship exam with only books, audiobooks and online courses. This is the way I like, and I don't think I will visit any offline language course ever again.
- Yes
- In my opinion, teachers/trainers need further training regarding how to react properly in a situation where different values and cultures might come to an uncomfortable or inappropriate atmosphere. Conflict does not only mean violent situation. Uncomfortable

feelings among other migrant classmates due to the others regardless of age, gender, etc. should be properly dealt with, not by just laughing them away.

- Sometimes and better pronouncing
- Psychological training
- Perhaps it is important to be able to teach foreign students not just how to speak Finnish but also how to live in Finland in terms of rules, laws, contracts, rights etc. Of course it all depends on how intensive and long the course is.
- All my teachers were very professional and did their job very well.
- Yes, communication skills
- The teachers should remember to speak clearly, avoiding using of dialects.
- They must learn to tailor their courses according to what the students feel is most needed, instead of according to some one-size-fits-all program decided by some higher authority who has no knowledge of the real obstacles faced by migrants.
- For language training they should start with words, not grammar!!
- I think just good training in dealing with multicultural classroom. And possibly conflict resolution.
- I think it depends on the teacher's personality.
- I think that they need to have a set of rules what is appropriate and what is not :) and clearly explain it at the first meeting.
- My teachers are ok, but some of them could pay more attention to the fact that students come from different cultures and have different ways of learning and studying.
- More training about how to teach spoken Finnish; it is really not covered enough. That is the biggest deficiency with the teaching material right now. I feel like it is affecting my integration really negatively, that I struggle to understand when people talk even though I study Finnish regularly and can read texts with relative ease.

3.4.3 Finland Preliminary conclusions

The responses show that in Finland, there are no standardised courses or programmes of intercultural education that educators must attend as part of their qualifications. It also seems that not all training institutions have a clear policy on intercultural education, and they didn't seem to have a consistent approach especially regarding minority languages.

For Educators

The educators who responded to the questionnaire had long experience in teaching and in teaching migrants in particular (majority 10 years or more).

The results also show that the majority of the educators **feel that they are adequately familiar with topics of intercultural learning and teaching**, especially in terms of key concepts of culture and communication in the classroom, current context of migration and educational models for intercultural education, as well as intercultural perspectives of time and work. However, in terms

of legislative framework and bilingual and multilingual education, a few of the respondents felt like they did not have sufficient knowledge. There were a few respondents who also did not feel they had sufficient knowledge of multicultural class management and intercultural dimension of dignity.

This indicates that work should be done in this aspect. Several of the educators also mentioned focus on dealing with cultural differences as an important topic, and also the migrant learners were strongly of the opinion that their teachers could benefit from more experience with **dealing with cultural issues and multicultural class management and conflict resolution**. Some students said that they had good experiences with the teachers in terms of the subject matter, but they were not able to create a comfortable **and inclusive atmosphere in the class**. This is also an issue to be addressed in further trainings.

The educators hoped for more information about teaching cultural differences, best methods, smaller groups, different resources for teaching reading and writing skills, team building activities and more information about teaching a new language to adults and how the learner's background influences their learning abilities.

For learners

The main themes arising from the responses of the migrants are **language problems and cultural differences, problems adjusting to different learning and teaching styles** or not **connecting with classmates or teachers**, as well as **not feeling included** and comfortable in the classroom.

3.4.4 FINLAND RECOMMENDATIONS

Due to the low number of responses from educators, not many general conclusions can be drawn, but the responses seem to indicate that even though the educators have plenty of experience and some training in intercultural teaching, **a more consistent approach and more training material on the topic is needed**. The summary above provides some useful recommendations.

4. FINAL CONCLUSIONS

4.1 Educators

The most obvious common need for educators, as identified in the national reports from all four countries was for greater communication skills. Conflict management and resolution techniques were also identified by all partners as requiring development. Training in social inclusion techniques, particularly in response to persons who might have experienced psychological trauma was also considered to be very important, even if only at a basic level. Educators feel that they could benefit from having a repertoire of more/more-effective team building activities and warm-ups to use in classes with migrants to encourage participation and social integration.

Across the entire sample of responses from all four countries, the educators were themselves highly educated and experienced in teaching (mostly with 5-10+ years teaching experience) with a lower proportion being very experienced in specifically teaching migrants.

Approximately half of the sample across all countries had experience in Intercultural Training however it could be deduced that there is no consistent approach to whether or not this is a compulsory part of training for teachers. This lack of consistent approach was identified by all four countries. The same applied to whether or not institutions they taught in had written policies as the results regarding this were quite split across the sample. It would appear that there exists no standardised course aimed specifically at Intercultural training for teachers working with migrants in any of the countries involved.

Legislative framework and bilingual and multilingual education were areas which also reoccurred as being desirable for the development of educators working with migrants, however they are also areas that could be extremely challenging to address within the framework of this project due to the fact that they would be different for each partner country.

4.2 Learners

Learners in all four countries also identified language and communication as their greatest barrier along with being faced with a (sometimes very) different teaching approach or style than they are used to. This posed a problem in understanding what the teachers meant or expected from them.

Learners felt that further training would be useful or necessary predominantly in the following areas: cultural issues and multicultural class management as well as conflict management and resolution.

Further common problems were racist and intolerant attitudes of fellow students and differing attitudes within the class to gender equality. Social conventions and embarrassment at perceived lack of knowledge of them was another reoccurring theme which seemed to provide discomfort for many learners.

Participatory methods and group work were identified as teaching methods which appeared to generate friction, whether due to differing attitudes to workload between students in the group, or this being an unfamiliar teaching technique which could be why educators also identified such methods as an area for development.

As a vast proportion of responses from learners evidenced high levels of education and knowledge of the second languages of their host countries it could be possible that the questionnaires were not reaching a broad section of migrant learners who might not have found it easy to engage with the questionnaire format. As the Italian partner identified, in order to obtain the opinions of migrant learners, it is better to organise face to face interviews or focus groups, rather than questionnaires and better still to do this through a familiar personal contact. Italy found that without this type of personal intervention, they simply did not receive adequate feedback numbers.

Both educators and learners identified Communication and language as their primary barrier, and even more so when the language levels were more varied across the class.

Overall, as both the UK and Italy have identified, the results from this needs analysis cannot be considered conclusive despite their clarity and undoubted usefulness. The sample, wasn't considered to be diverse enough. It could be concluded that we should have more broad ranging results upon completion of IO2.

5. FINAL RECOMMENDATIONS

Drawing results from the national reports it is evident from the responses collated in this report that there is a need, acknowledged by both educators and learners, for intercultural training for educators of adult migrants. The responses seem to indicate that even when the educators have plenty of experience and some training in intercultural teaching, a more consistent approach and more training material on the topic is needed. The generation of a standardised teaching package which could be implemented year after year for all teachers working in this field would address the concerns identified above and this should include the following:

Language and Inclusion; conflict management techniques, politeness and social conventions, group dynamics and gender relations.

Educators should ideally demonstrate flexibility in their teaching styles, willingness to adapt to a multicultural learning environment and awareness that students might be used to different teaching styles. They should be prepared to be able to explain concepts in a variety of ways in response to this.

The training material created by the *IntertrainE* project should include techniques on multicultural awareness and if possible, should ideally present educational systems from different cultural perspectives. Which specific educational systems should be included is still to be determined.

Despite the clarity and usefulness of the results obtained, it would be advisable to combine these results with the data obtained in output 2 before the course is designed. This is because the sample was not felt to be broadly representative – e.g. the migrant learners were mostly educated and studying on MSc programmes and the educators reached were also very experienced.

Output 2 will consist of research on existing training programmes for educators on intercultural education aiming to point out the needs for update or the development of new material, as well as semi-structured interviews with educators and learners. These interviews will be compared to existing data on qualifications and competences available for the successful application of intercultural training. It would be ideal if the interviews taken for O2 were from a different target audience i.e.: less educated learners and less experienced educators.

As the UK partner has identified, we can see that it would be helpful, in the first instance to define clearly our use of the term 'migrant' as we intend to use it throughout the project as we have chosen to adopt the broader definition of migrant that includes forced, involuntary migration.

6. APPENDICES

Appendix A - TABLE WITH SUMMARY OF RESULTS AND RECOMMENDATIONS FOR ALL COUNTRIES



COMPARISON OF PARTNERS' NATIONAL REPORTS

<u>UK</u> PRELIMINARY CONCLUSIONS	<u>ITALY</u> PRELIMINARY CONCLUSIONS	<u>GREECE</u> PRELIMINARY CONCLUSIONS	<u>FINLAND</u> PRELIMINARY CONCLUSIONS	FINAL CONCLUSIONS
It is evident from the responses above that there is a need, acknowledged by both educators and learners, for intercultural training for educators of adult migrants. Responses by both educators and learners gave clear indications of what that training should include, based on the difficulties and challenges that they both face in the multicultural classroom. The main themes arising from the responses above are inclusion and language problems. Themes of politeness, group dynamics and gender relations also came up. Group work is also a recurring theme, and there were	<p>According to the results collected at the end of <u>the survey carried out among teachers who work with adult migrants</u>, it's possible to summarize the following conclusions.</p> <p><u>The sample participants</u> involved in the research are made up of almost all Italian people from 22 to 69 years old, with an average age of 42 years.</p> <p>All involved people are freelancers or teachers that work for private institutions located in the <u>inner city and a large number of them teach the Italian language</u>. Concerning</p>	<p>For educators According to the answers that educators gave we can derive the following conclusions concerning :</p> <p>A. Level of education and Training programmes attended on Intercultural Learning:</p> <p>Even if educators have all high qualifications; from 15 educators participated in Greek research, nine educators hold a university degree, while 6 educators hold a PhD - however, only the half of them have attended a training programme on intercultural learning.</p>	<p>The responses show that in Finland, there are no standardised courses or programmes of intercultural education that educators must attend as part of their qualifications.</p> <p>It also seems that not all training institutions have a clear policy on intercultural education, and they didn't seem to have a consistent approach especially regarding minority languages.</p> <p>For educators The educators who responded to the questionnaire had long experience in teaching and in</p>	<p>Educators The most obvious common need <u>for educators</u>, as identified in the national reports from all four countries was for <u>greater communication skills. Conflict management and resolution techniques</u> were also identified by all partners as requiring development. <u>Training in social inclusion techniques</u>, particularly in response to persons who might have experienced psychological trauma was also considered to be very important, even if only at a basic level.</p> <p>Educators feel that they could benefit from having a repertoire of more/more-effective team</p>

<p>also comments on teaching migrants who have been through trauma, are juggling work with study or are illiterate. Despite the clarity and usefulness of these results, they can neither be generalised nor used as the sole basis for developing the intercultural training course for our project. Even though the response target was met, the sample was not representative enough – e.g. the migrant learners were mostly educated and studying on MSc programmes. For this reason, this data needs to be combined with the data in O2 before the course is designed. O2 will consist of research on existing training programmes for educators on intercultural education aiming to point out the needs for update or the development of new material, as well as semi-structured interviews with educators and learners. These interviews will be compared to existing data on qualifications and competences available for the successful application of intercultural training.</p>	<p>qualifications, most of them have a Master's degree or equivalent study title and have work experience as a teacher of between 5 to 10+ years; their work experience with migrant adults is typically less than 2 years.</p> <p>The largest proportion of involved people declared to have attended Intercultural training courses in the past, especially in the field of Laws concerning asylum and international protection and Intercultural mediation. 52% of involved teachers work with migrants in institutions that have a written policy about providing support for non-native speakers or people from different cultures, even if a lot of training centres don't have any policy.</p> <p>Concerning the relationship with the institution where they work, the larger part of involved teachers declared that they are satisfied with their institution's approach to intercultural learning and teaching, even if only a few Institutions usually plan and manage specific training courses addressed to teaching staff.</p>	<p>B. Topics of intercultural learning that educators are more or less familiar</p> <p>A. More familiar</p> <ul style="list-style-type: none"> • Key concepts of culture and communication in the classroom: 73,3% of the educators choose the value (3) - “A lot”, while 26,3% of the interviewees are (1) - “Not at all” or (2) - “Very little” familiar with this topic. • Educational models, such as the assimilation model, models of multicultural /intercultural education, inclusion of the other etc.: 60% of the educators choose the values (3) - “A lot” and (4) - “Very much”, while 40% of the interviewees are (1) - “Not at all” or (2) - “Very little” familiar with this topic. • Intercultural perspectives of time, work and leisure: 60% of the educators choose the values (3) - “A lot” and (4) - “Very much”, while 40% of the interviewees are (1) - “Not at all” or (2) - “Very little” familiar with this topic. • Intercultural dimension of dignity: 60% of the educators choose the values 	<p>teaching migrants in particular (majority 10 years or more). The results also show that the majority of the educators feel that they are adequately familiar with topics of intercultural learning and teaching, especially in terms of key concepts of culture and communication in the classroom, current context of migration and educational models for intercultural education, as well as intercultural perspectives of time and work. However, in terms of legislative framework and bilingual and multilingual education, a few of the respondents felt like they did not have sufficient knowledge. There were a few respondents who also did not feel they had sufficient knowledge of multicultural class management and intercultural dimension of dignity. This indicates that work should be done in this aspect. Several of the educators also mentioned focus on dealing with cultural differences as an important topic, and also the migrant learners were strongly of the opinion that their teachers could benefit from more experience with dealing with cultural issues and multicultural class</p>	<p>building activities and warm-ups to use in classes with migrants to encourage participation and social integration. Across the entire sample of responses from all four countries, the educators were themselves highly educated and experienced in teaching (mostly with 5-10+ years teaching experience) with a lower proportion being very experienced in specifically teaching migrants. Approximately half of the sample across all countries had experience in Intercultural Training however if could be deduced that there is no consistent approach to whether or not this is a compulsory part of training for teachers. This lack of consistent approach was identified by all four countries. The same applied to whether or not institutions they taught in had written policies as the results regarding this were quite split across the sample. It would appear that there exists no standardized course aimed specifically at Intercultural training for teachers working with migrants in any of the countries involved. Legislative framework and bilingual and multilingual education were areas which</p>
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	<p>In fact, the most common approach that institutions adopt in order to promote intercultural learning was projects about international exchange and mobility and so on.</p> <p><u>The most important results of the research refers to the opinion of the people involved about:</u></p> <ul style="list-style-type: none"> • <u>their familiarity with specific topics related to their job, the areas where their institutions have to improve with regards to intercultural learning and teaching,</u> • the main difficulties they have to face as teachers of adult migrants, • the additional training they need to improve their teaching practice, • the topics that a training programme for educators teaching adult migrants should include <p>According to the results collected at the end of the <u>research carried out amongst migrants</u>, it's possible to summarise the following conclusions: Considering that almost all the people involved in the research are hosted in a reception centre</p>	<p>(3)" - "A lot" and (4) – "Very much", while 40% of the interviewees are (1) - "Not at all" or (2) - "Very little" familiar with this topic.</p> <ul style="list-style-type: none"> • <u>Multicultural</u> class management: 53,4% of the educators choose the values (3)" - "A lot" and (4) – "Very much", while 43,6% of the interviewees are (1) - "Not at all" or (2) - "Very little" familiar with this topic. <p><u>B. Less familiar</u></p> <ul style="list-style-type: none"> • <u>Legislative</u> framework for the education of migrants: 86,7% of the educators choose the values (1) - "Not at all" and (2) - "Very little", while 13,3% are "A lot" familiar with this topic. • <u>Bilingual/</u> multilingual education: 73,3% of the educators choose the values (1) - "Not at all" and (2) - "Very little", while 26,7% are "A lot", and "Very much" familiar with this topic. • <u>Current context of migration in Greece</u> (broad trends, understanding different types and experiences of migration, working in a network that includes institutions/bodies acting in migrant inclusion etc.) statistics: 73,3% of the educators choose the values (1) - 	<p><u>management and conflict resolution. Some students said that they had good experiences with the teachers in terms of the subject matter, but they were not able to create a comfortable and inclusive atmosphere in the class. This is also an issue to be addressed in further trainings.</u></p> <p>The educators hoped for more information about teaching cultural differences, best methods, smaller groups, different resources for teaching reading and writing skills, team building activities and more information about teaching a new language to adults and how the learner's background influences their learning abilities.</p> <p><u>For learners</u></p> <p>The main themes arising from the responses of the migrants are language problems and cultural differences, problems adjusting to different learning and teaching styles or not connecting with classmates or teachers, as well as not feeling included and comfortable in the classroom.</p>	<p>also reoccurred as being desirable for the development of educators working with migrants, however they are also areas that could be extremely challenging to address within the framework of this project due to the fact that they would be different for each partner country.</p> <p><u>Learners</u></p> <p>Learners in all four countries also identified language and communication as their greatest barrier along with being faced with a (sometimes very) different teaching approach or style than they are used to. This posed a problem in understanding what the teachers meant or expected from them.</p> <p>Learners felt that further training would be useful or necessary predominantly in the following areas: <u>cultural issues and multicultural class management as well as conflict management and resolution.</u></p> <p>Further common problems were racist and intolerant attitudes of fellow students and differing attitudes within the class to gender equality. Social conventions and embarrassment at perceived lack of knowledge of them was</p>
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	<p>and that most of them have spent less than 2 years in Italy, they are still trying to find their way for integration into Italian society. Therefore, in general, it was not easy for them to answer the questions properly.</p> <p><u>Analysing the results obtained through the questionnaires, we can say that migrants' experiential learning has been emotionally engaging for them and they feel happy about their teachers and the teaching methodologies used in class.</u></p> <p>The atmosphere in the classroom is generally described as warm and friendly and they seem to appreciate the opportunity they have to learn Italian, because they are aware that is a fundamental tool to acquire in order to get good life conditions in this country. Moreover, some people highlighted the non-formal educational methods (e.g. theatre techniques as learning tool) used by the teacher in some cases.</p> <p>However, some problems have been also pointed out during face to face interviews. In fact, many people mentioned the need of simple language, and even translations in their own language, during the lessons.</p>	<p>"Not at all" and (2) - "Very little", while 26,7% are "A lot", and "Very much" familiar with this topic.</p> <p>C. Intercultural dimension of educational institution that are working the educators participated in our research.</p> <p>Should be mentioned that most educators participated in our research are teaching in public schools or in local authorities.</p> <p>Most of these educational institutions are located in central urban areas and have migrants students. Educators stated through their answers that the educational institution that are teaching follow a written policy on intercultural learning. However, when they were asked how satisfied are from this/ these policy/ policies, most educators are dissatisfied (23,1%), or neither satisfied or dissatisfied (53,8%).</p> <p>D. Areas where educators would like their institution to improve with regard to intercultural learning and teaching.</p> <p>According educators answers below are listed the main areas for improvement:</p> <p><u>1. Training of teaching staff on:</u></p>	<p>another reoccurring theme which seemed to provide discomfort for many learners. Participatory methods and group work were identified as teaching methods which appeared to generate friction, whether due to differing attitudes to workload between students in the group, or this being an unfamiliar teaching technique which could be why educators also identified such methods as an area for development.</p>
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	<p>Some people specified that the teachers need to develop more communication skills and it was interesting that some people mentioned the concept of empathy. The learners want a teacher who can give them attention, they would like to study in classes with a few students because most of the time in the Italian language courses students with different levels are all together and the teacher needs to differentiate the activities within the same class.</p> <p>Another word that is repeated many times in the questionnaires is "culture". Migrant learners pointed out that intercultural competence is a very important skill to acquire for those teachers who want to work with foreigners.</p> <p>In general, learners want to see teachers interested in their culture of origin and they feel more important if their teachers even show some knowledge about it. Intercultural competence represents a great value to develop also during the lesson, because it lets the students to know each other better, to explore their common points and their differences. By reflecting on the diversity within</p>	<ul style="list-style-type: none"> • Legal Information, • Teaching Techniques, • Strategies to support and provide guidance to migrants, • Methods and techniques of Integration (Reception and Integration), • Support educators to have access on intercultural training. <p><u>2. Improvement of educational context:</u></p> <ul style="list-style-type: none"> • Development of materials, • Raise awareness of the Greek students in order to accept migrant learners, • Implement of projects and activities (international exchanges, mobilities etc.), • Multilingual information/ training to migrants, • Support migrants on education and training - provide Greek language learning courses, • Have a policy/ strategy. <p><u>3. Promotion of integration policies/ activities on local level:</u></p> <ul style="list-style-type: none"> • Projects for the local population regarding intercultural education, • Common activities with migrants, • Familiarization with the migrants' culture and aspects of religion. 		
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	<p>the classroom, students will also develop some transversal skills, like flexibility and tolerance, that will become very useful resources in their future life.</p> <p>In conclusion, thanks to the research activity, it is possible to claim that the main task of a good teacher is not about building knowledge, but it is about building persons. Learners know it and feel the need to have a direction to follow.</p>	<p><i>E. Kind of difficulties that educators face as a teacher/trainer of adult migrants</i></p> <p>According educators answers the main difficulties that they face in migrants education are:</p> <ol style="list-style-type: none"> 1. linguistic and cultural difficulties, 2. group dynamics (based on different identities, needs and interests, 3. not active participation in the class/ need for team building activities, 4. lack of knowledge of cultural and family background of the students, 5. multi-level classrooms - many students in class, 6. conflicts among students and racism. <p><i>F. Uncomfortable situations that educators experience in their class and how are handled</i></p> <p>According educators answers are listed below the most common difficult situations they faced in their classes and the ways they did handle them:</p> <ol style="list-style-type: none"> 1. Uncomfortable situation: because of the different views of the students concerning the gender roles and the differences. 		
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		<p>Way to solve the problem: using dialogue in order to listen and to understand students' different points of views. Respect; accept each other's opinion and not to characterise one opinion as better or more acceptable than another.</p> <p>Tool: knowledge and training on problem solving and conflict management issues.</p> <p>2. Uncomfortable situation: students are rude or unfair and mistreats their classmates.</p> <p>Way to solve the problem: interventions to resolve the problems that occur in a democratic way.</p> <p>3. Uncomfortable situation: Many racist comments to another students, even as a joke.</p> <p>Way to solve the problem: Prohibition of any kind of comment that doesn't respect the personality of the other</p> <p>Tool: Activities that promote the value of respect and cultural diversify</p> <p>4. Uncomfortable situation: Probably cultural issues on time management; A Syrian student didn't follow the timetable of the school – was always late.</p> <p>Way to solve the problem: Equal treatment with all students –</p>		
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		<p>explain to student that has to follow the rules of the school, otherwise this attitude will have consequences.</p> <p>Tool: School rules and punishments.</p> <p>5. Uncomfortable situation: Nationalistic behaviors: students burned a flag of a country.</p> <p>Way to solve the problem: Organisation of school cultural activities to raise awareness/ promote empathy</p> <p>Tool: School rules and organization/ implementation of multicultural activities.</p> <p>6. Uncomfortable situation: Conflicts among students: students from FYROM and Greek students from Pontus (a region on the southern coast of the Black Sea) and Macedonia. Way to solve the problem: Dialogue and intervention of the educators and training staff.</p> <p>Tool: Dialogue, interventions of school staff.</p> <p>G. Training or resources that educators need to improve their teaching practice</p> <p>According educators answers are listed below the most common training resources that they need:</p>		
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		<ol style="list-style-type: none"> 1. More targeted training programmes and training seminars for educators on issues of social education, psychology and counseling. Also, language seminars for educators in English or in a different language; an educational cultural program, which would involve and introduce to foreign students the host country they live in (through visits to museums, cultural and educational sites, schools or universities, sport facilities, important public services such as municipalities, KEP, OAED and other services). 2. Psychology of adult learners, psychology of immigrant learners, knowledge of the history, culture and social status of students groups. 3. Targeted and regularly organized training programmes and teaching material, programmes and courses available for everyone – not only for people speaking Greek language. 4. Training for educators on intercultural education and the use of different techniques; to create a 		
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		<p>school/VET network; and to develop educational materials for the trainers on how to support migrant learners and their families.</p> <p>5. Realistic methods, applicable in education - Specific aims and results - Technical infrastructure - Well-structured context.</p> <p>6. To know migrants culture and the background - To know more regarding refugees' rights - To learn and gain more tools especially on intercultural activities.</p> <p>7. Tools and techniques to deal with racist comments and attitudes - Counseling - Support groups (Psychologists, social workers etc.).</p> <p>8. To know the educational needs of the migrants in my region - To participate in training programs for educators of migrants - To know more about offered online trainings, e-learning platforms for educators on intercultural issues.</p> <p>9. Anthropological approach - Get familiar with the ethical codes of other cultures - Training material (various and different kind).</p>		
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		<p>10. Knowledge on Multicultural Classroom Management Educational strategies.</p> <p>11. Tools to support students from different cultural backgrounds and to those who may become victims of racism.</p> <p>12. Some techniques on conflict management and communication issues.</p> <p><i>H. Topics to be included in a training programme for educators teaching adult migrants</i></p> <p>According educators answers are listed below the topics that they consider that a training programme on intercultural learning should include:</p> <p>1. A theoretical part on adult education in general; linguistic preparation for communication purposes; specific sections on the sociological and historical aspects of migration, as well as a historical path to previous migrant crisis; modules of educational and occupational counselling and psychology regarding mainly on how to manage intercultural classes, but also to manage problems and conflicts that may arise; to include good practices,</p>		
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		<p>with examples of already implemented training programs.</p> <ol style="list-style-type: none"> 2. Legal Information for migrants, counselling, conflict management and socio-cultural aspects. 3. Ways to integrate migrant students, activities, methodological and multicultural aspects. 4. Migration issues and the proper use of language. 5. A well-structured programme that will guide the teachers and will be used in everyday, practical, problems of adult migrant learners (work, services etc.); should include teaching techniques, development of helpful course materials, management techniques of migrant and native learners, and methods of cooperation between educators or between educators and headmasters etc. 6. Techniques, methods, tools on intercultural education and social inclusion of migrants. Also, it should promote the value of interculturality, the introduction of different cultures and it should provide legal information 		
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		<p>and migrant inclusion methods and activities.</p> <p>7. Tools for familiarization of the migrants' culture; Promotion of the culture of the host country.</p> <p>8. Tools and ways to integrate migrants; Tools and ways to deal with racist comments and attitudes.</p> <p>9. Intercultural Classroom Management; Intercultural awareness and understand culture adaptation</p> <p>10. Principles of adult education - principles of teaching Greek as a foreign language - Teaching techniques</p> <p>11. A training programme for educators teaching adult migrants should include theoretical training but also practice.</p> <p>12. Communication, interculturalism, identities, sociology, psychology.</p>		
<u>UK RECOMMENDATIONS</u>	<u>ITALY RECOMMENDATIONS</u>	<u>GREECE RECOMMENDATIONS</u>	<u>FINLAND RECOMMENDATIONS</u>	<u>FINAL RECOMMENDATIONS</u>
<p>It is evident from the responses above that <u>there is a need</u>, acknowledged by both educators and learners, for intercultural training for educators of adult migrants.</p> <p><u>Responses by both educators and learners gave clear indications of what that training</u></p>	<p>Considering the experience carried out by the Italian partners with this specific research, <u>it is recommended that, in order to get efficiently the opinions of migrant learners, it is better to organise face to face interviews or focus</u></p>	<p>We encountered some replies from teachers that focus on ethnocentrism and punitive approaches that do not encourage learning. Together with the rest of the answers, it reinforces the need of an intercultural course for educators.</p>	<p>Due to the low number of responses from educators, not many general conclusions can be drawn, but the responses seem to indicate that even though the educators have plenty of experience and some training in intercultural teaching, a more consistent approach and more</p>	<p>Drawing results from the national reports it is evident from the responses collated in this report that there is a need, acknowledged by both educators and learners, for intercultural training for educators of adult migrants. The responses seem to indicate that</p>

<p><u>should include</u>, based on the difficulties and challenges that they both face in the multicultural classroom.</p> <p><u>The main themes arising from the responses above are:</u></p> <ul style="list-style-type: none"> • <u>inclusion and language problems.</u> • <u>Themes of politeness,</u> • <u>group dynamics and</u> • <u>gender relations also came up.</u> <p><u>Group work is also a recurring theme, and there were also comments on teaching migrants who have been through trauma, are juggling work with study or are illiterate.</u></p> <p>Despite the clarity and usefulness of these results, they can neither be generalised nor used as the sole basis for developing the intercultural training course for our project. Even though the response target was met, the sample was not representative enough – e.g. the migrant learners were mostly educated and studying on MSc programmes. <u>For this reason, this data needs to be combined with the data in O2 before the course is designed.</u></p> <p>O2 will consist of research on existing training programmes for educators on intercultural education aiming to point out the needs for update or the</p>	<p><u>groups, rather than questionnaires.</u></p> <p><u>In fact, as it has come out from the questionnaires, migrant learners require attention and they need some people to explain them more times the same concept in order to retain it, because they may not know the first word used and they may need some synonyms.</u></p> <p>Additionally, it is essential that the interviews are run by somebody who knows the migrant learners personally, because they are more likely to answer questions if they talk to people they know and they trust. This is evident, if considered that on-line surveys for migrant learners have been completed by only 2 people.</p>	<p>When the InterTrainE course and material is developed, we should discuss such cases and emphasize on the need to adopt attitudes that are not punitive, but educational for everyone (teacher and learners).</p> <p>There is a clear need that both educators and learners understand each other's basic cultural characteristics; this would help with group dynamics and team-building and would also help reduce phenomena of racism and exclusion.</p> <p>Apart from a theoretical part on adult education in general, educators would benefit from courses on the sociological and historical aspects of migration, as well as modules on how to manage intercultural classes and how to manage problems and conflicts if they arise; Concrete, straightforward examples and practices should be included and not only theory on the above.</p> <p>When it comes to survey methods and generally ways of reaching out to migrant population, it is preferable that this is done in a more direct, personal way than using online tools.</p> <p>Approaching migrants via their school/teacher or other people they already feel comfortable with and who can explain the</p>	<p>training material on the topic is needed. The summary above provides some useful recommendations.</p>	<p>even when the educators have plenty of experience and some training in intercultural teaching, a more consistent approach and more training material on the topic is needed.</p> <p>The generation of a standardised teaching package which could be implemented year after year for all teachers working in this field would address the concerns identified above and this should include the following:</p> <p>Language and Inclusion; conflict management techniques, politeness and social conventions, group dynamics and gender relations.</p> <p>Educators should ideally demonstrate flexibility in their teaching styles, willingness to adapt to a multicultural learning environment and awareness that students might be used to different teaching styles. They should be prepared to be able to explain concepts in a variety of ways in response to this.</p> <p>The training material created by the <i>IntertrainE</i> project should include techniques on multicultural awareness and if possible, should ideally present educational systems from different cultural perspectives.</p> <p>Which specific educational</p>
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development of new material, as well as semi-structured interviews with educators and learners. These interviews will be compared to existing data on qualifications and competences available for the successful application of intercultural training.		purposes of the research, will get better results that distributing an online or even printed questionnaire.		<p>systems should be included is still to be determined. Despite the clarity and usefulness of the results obtained, it would be advisable to combine these results with the data obtained in output 2 before the course is designed. This is because the sample was not felt to be broadly representative – e.g. the migrant learners were mostly educated and studying on MSc programmes and the educators reached were also very experienced.</p> <p>Output 2 will consist of research on existing training programmes for educators on intercultural education aiming to point out the needs for update or the development of new material, as well as semi-structured interviews with educators and learners. These interviews will be compared to existing data on qualifications and competences available for the successful application of intercultural training. It would be ideal if the interviews taken for O2 were from a different target audience i.e.: less educated learners and less experienced educators.</p> <p>As the UK partner has identified, we can see that it would be helpful, in the first instance to define clearly our use of the</p>
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				term 'migrant' as we intend to use it throughout the project as we have chosen to adopt the broader definition of migrant that includes forced, involuntary migration.
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Appendix B – QUESTIONNAIRE TEMPLATE FOR EDUCATORS

QUESTIONNAIRE TRAINING NEEDS OF EDUCATORS TEACHING ADULT MIGRANTS

INSTRUCTIONS

Thank you for agreeing to participate in our research.

Our international project entitled “Intercultural Training for Educators - InterTrainE” is funded by the EU (Erasmus+ Programme/ KA2 action/ Strategic Partnerships for Adult Education) and has 7 partners in 4 countries (UK, Finland, Italy, Greece). Its aim is to develop a training programme for educators teaching adult migrants. We are asking you to participate in the project needs analysis, which is the first stage of our research.

This short questionnaire is focused on your experiences as an educator in the UK and aims to identify gaps in the existing system as well as specific training needs for educators. Your responses will be used to inform the curriculum design and the development of course materials, which will include a course syllabus, a Moodle and a handbook for trainers. Similar questionnaires are distributed in the other partner countries and a project report will be compiled for the needs analysis.

Your responses are and will remain anonymous. They will be stored securely in a HWU server and will be used solely for the purposes of this project.

The questionnaire will take about 5-10 minutes maximum to complete.

A. BACKGROUND AND EXPERIENCE

Full name:

Age:

Country of origin:

A1. Occupation

- ☐ Teacher in a state-funded college or any other further education institution
- ☐ Teacher in a private college or another further education institution
- ☐ University teacher/lecturer
- ☐ Trainer for a local authority (e.g. Council, other)
- ☐ Trainer for an NGO
- ☐ Trainer for a private school
- ☐ Freelance teacher/trainer
- ☐ Other _____

A2. Teaching subject

What subject(s) are you teaching in your classes/courses?

A3. Your qualifications

- ☐ Bachelor's degree or equivalent
- ☐ Master's degree or equivalent

- ☐ Ph.D.
- ☐ Diploma
- ☐ Certificate
- ☐ Vocational education
- ☐ Other/ Please specify: _____

A4. Your experience in the field of teaching/training?

- ☐ 0 - 2 years
- ☐ 3 - 5 years
- ☐ 5 - 10 years
- ☐ more than 10 years

A5. Your experience in teaching/training migrants in particular (either exclusively, or in mixed classes).

- ☐ 0 - 2 years
- ☐ 3 - 5 years
- ☐ 5 - 10 years
- ☐ more than 10 years

A6. Have you attended educational programmes/ seminars in Intercultural Training?

- ☐ Yes ☐ No

A6.1 If yes, please indicate the title of the programme/ seminar, and the duration:

A7. To what extent are you familiar with the following topics, related to intercultural learning and teaching?

1. Key concepts of culture and communication in the classroom (cultural identity, intercultural communication, communicative competence, intercultural competence etc).

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not at all | Very little | Adequately | Very much |

2. Current context of migration in the UK (broad trends, understanding different types and experiences of migration, working in a network that includes institutions/bodies acting in migrant inclusion etc) statistics:

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not at all | Very little | Adequately | Very much |

3. Legislative framework for the education of migrants:

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not at all | Very little | Adequately | Very much |

4. Bilingual/ multilingual education:

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not at all | Very little | Adequately | Very much |

5. Educational models, such as the assimilation model, models of multicultural /intercultural education, inclusion of the other etc:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not at all	Very little	Adequately	Very much

6. Multicultural class management:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not at all	Very little	A lot	Very much

7. Intercultural perspectives of time, work and leisure

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not at all	Very little	A lot	Very much

8. Intercultural dimension of dignity

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not at all	Very little	A lot	Very much

B. INTERCULTURAL DIMENSION OF YOUR WORKING ENVIRONMENT

B1 Where is your teaching/training institution located

- ☐ inner city
- ☐ town
- ☐ suburban
- ☐ semi-rural
- ☐ rural
- ☐ N/A (I am a freelancer, I offer online courses, etc.)

B2 What is the (rough) percentage of migrant learners that attend your classes?

B3 Does your institution have a written policy on the following? If you are freelance, are you following a National policy on the following in your teaching activities? (tick all that apply).

- ☐ discrimination based on language, religion, or ethnicity
- ☐ valuing minority languages
- ☐ providing support for non-native speakers or people from different cultures
- ☐ international projects (exchanges, mobilities)
- ☐ My institution does not have a written policy / I do not follow any national policy in my teaching activities

B4 How satisfied are you with your institution's approach to intercultural learning and teaching? If you are freelance, please comment on your own approach.

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied
- There is no specific approach to intercultural learning and teaching

Please provide comments (optional) _____

B5. In what ways does your institution actively promote intercultural learning? (Choose all that apply)

- Regular events
- Regular classroom activities
- Training of teaching staff
- Projects (international exchanges, mobilities etc)
- Other / Please specify _____

B6 Please identify the 3 main areas where you would like your institution to improve with regard to intercultural learning and teaching.

- 1.
- 2.
- 3.

C. YOUR PRACTICE

C1. What kind of difficulties, if any, do you face as a teacher/trainer of adult migrants?

C2. Describe a specific example of an uncomfortable situation that you experienced in your class. What happened, what was the difficulty and how did you handle it? What resources were you missing to address the problem? Could it have been handled differently?

C3. What additional training or resources do you need to improve your teaching practice from an intercultural learning and teaching perspective? Please be as specific as possible.

C4. What should a training programme for educators teaching adult migrants include?

Thank you for your participation.

For more information on the InterTrainE project, please visit the [Erasmus+ website](#) or contact the Coordinator, Dr Katerina Strani at A.Strani@hw.ac.uk

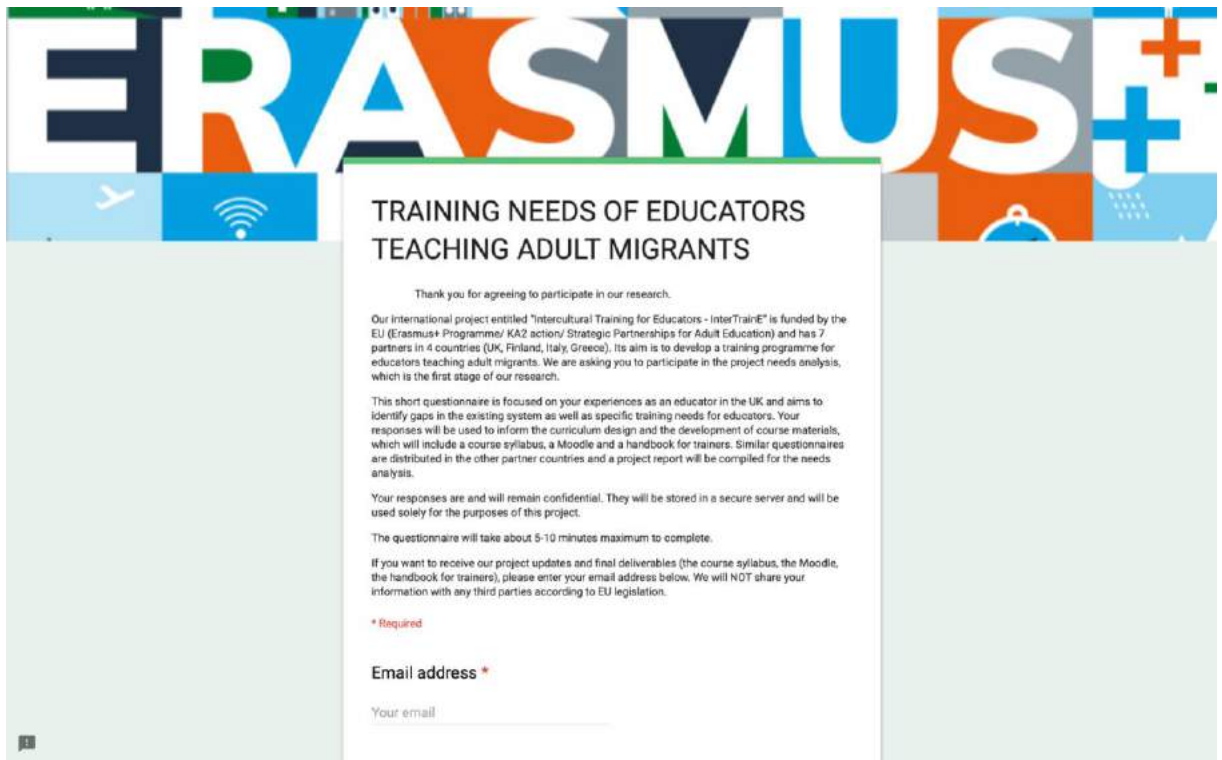
We greatly appreciate your feedback. For the purposes of our analysis, we will contact you in the future with a second, brief, questionnaire that will help us further understand your training needs.

If you wish not to be contacted, please inform the coordinator, Dr Katerina Strani at A.Strani@hw.ac.uk

If you want to receive our project updates and final deliverables (the course syllabus, the Moodle, the handbook for trainers), please enter your email address below. We will NOT share your information with any third parties according to EU legislation.

Email address:

Appendix C – UK Screenshot of Educators' Questionnaire landing page on Google Forms



TRAINING NEEDS OF EDUCATORS TEACHING ADULT MIGRANTS

Thank you for agreeing to participate in our research.

Our international project entitled "Intercultural Training for Educators - InterTrainE" is funded by the EU (Erasmus+ Programme/ KA2 action/ Strategic Partnerships for Adult Education) and has 7 partners in 4 countries (UK, Finland, Italy, Greece). Its aim is to develop a training programme for educators teaching adult migrants. We are asking you to participate in the project needs analysis, which is the first stage of our research.

This short questionnaire is focused on your experiences as an educator in the UK and aims to identify gaps in the existing system as well as specific training needs for educators. Your responses will be used to inform the curriculum design and the development of course materials, which will include a course syllabus, a Moodle and a handbook for trainers. Similar questionnaires are distributed in the other partner countries and a project report will be compiled for the needs analysis.

Your responses are and will remain confidential. They will be stored in a secure server and will be used solely for the purposes of this project.

The questionnaire will take about 5-10 minutes maximum to complete.

If you want to receive our project updates and final deliverables (the course syllabus, the Moodle, the handbook for trainers), please enter your email address below. We will NOT share your information with any third parties according to EU legislation.

* Required

Email address *

Your email

QUESTIONNAIRE FOR ADULT MIGRANT LEARNERS

INSTRUCTIONS

Thank you for agreeing to participate in our research.

Our international project entitled “Intercultural Training for Educators - InterTrainE” is funded by the EU (Erasmus+ Programme/ KA2 action/ Strategic Partnerships for Adult Education) and has 7 partners in 4 countries (UK, Finland, Italy, Greece). Its aim is to develop a training programme for educators teaching adult migrants. We are asking you to participate in the project needs analysis, which is the first stage of our research. This short questionnaire is focused on your experiences as a learner in a foreign country and aims to identify gaps in the existing system as well as specific training needs for educators. Your responses will be used to inform the curriculum design and the development of course materials, which will include a course syllabus, a Moodle and a handbook for trainers. Similar questionnaires are distributed in the other partner countries and a project report will be compiled for the needs analysis.

Your responses are and will remain anonymous. They will be stored securely in a HWU server and will be used solely for the purposes of this project.

The questionnaire will take about 5-10 minutes maximum to complete.

A. YOUR BACKGROUND

Name:

Country of origin:

Age:

A1. How many years have you been living in the UK?

- ☐ 0 - 2 years
- ☐ 3 - 5 years
- ☐ 5 - 10 years
- ☐ more than 10 years

A2. What kind of educational programme/ training activity are you attending? Please specify the educational/ training provider.

- ☐ Postgraduate studies
- ☐ Undergraduate studies
 - ☐ Certificate/Diploma
 - ☐ Vocational education
 - ☐ Language courses
 - ☐ Cultural inclusion programmes
 - ☐ Other: _____
 - ☐ I am not attending any courses

B. YOUR EXPERIENCE AS A LEARNER

B1. Are you facing any difficulties in your course? If so, what type?

- ☐ Communication in terms of language
- ☐ Communication in terms of culture (body language, nuances, cultural references, different values, different norms and practices etc)
- ☐ lack of knowledge about the country that you are living in
- ☐ lack of understanding of the learning content
- ☐ different teaching style
- ☐ confusing learning material
- ☐ conflict management
- ☐ other: _____
- ☐ I am not facing any difficulties

If you are facing no difficulties, what is that works particularly well for you?

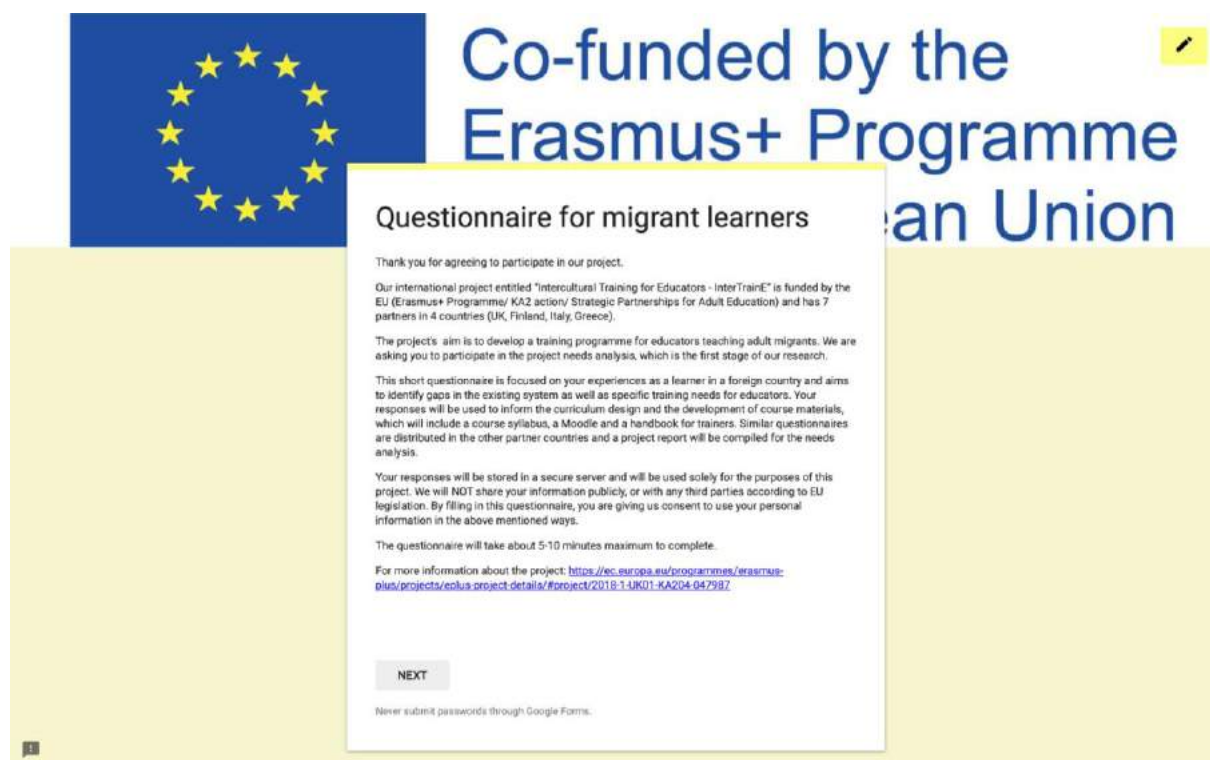
B2. Are you facing any difficulties in your relationships with your classmates or your teacher(s)? If so, please give examples without mentioning any names.


B3. Describe an uncomfortable situation you experienced in your class. How was it handled? What did you think of it? Could it have been handled differently?

B4. Do you think teachers/trainers of adult migrants need further training? If yes, what should that training include?

Thank you

Appendix E - UK Screenshot of Adult Migrant Learners' Questionnaire landing page on Google Forms



 Co-funded by the Erasmus+ Programme of the European Union

Questionnaire for migrant learners

Thank you for agreeing to participate in our project.

Our international project entitled "Intercultural Training for Educators - InterTrainE" is funded by the EU (Erasmus+ Programme/ KA2 action/ Strategic Partnerships for Adult Education) and has 7 partners in 4 countries (UK, Finland, Italy, Greece).

The project's aim is to develop a training programme for educators teaching adult migrants. We are asking you to participate in the project needs analysis, which is the first stage of our research.

This short questionnaire is focused on your experiences as a learner in a foreign country and aims to identify gaps in the existing system as well as specific training needs for educators. Your responses will be used to inform the curriculum design and the development of course materials, which will include a course syllabus, a Moodle and a handbook for trainers. Similar questionnaires are distributed in the other partner countries and a project report will be compiled for the needs analysis.

Your responses will be stored in a secure server and will be used solely for the purposes of this project. We will NOT share your information publicly, or with any third parties according to EU legislation. By filling in this questionnaire, you are giving us consent to use your personal information in the above mentioned ways.

The questionnaire will take about 5-10 minutes maximum to complete.

For more information about the project: <https://ec.europa.eu/programmes/erasmus-plus/projects/ecplus-project-details/#project/2018-1-UK01-KA204-047987>

NEXT

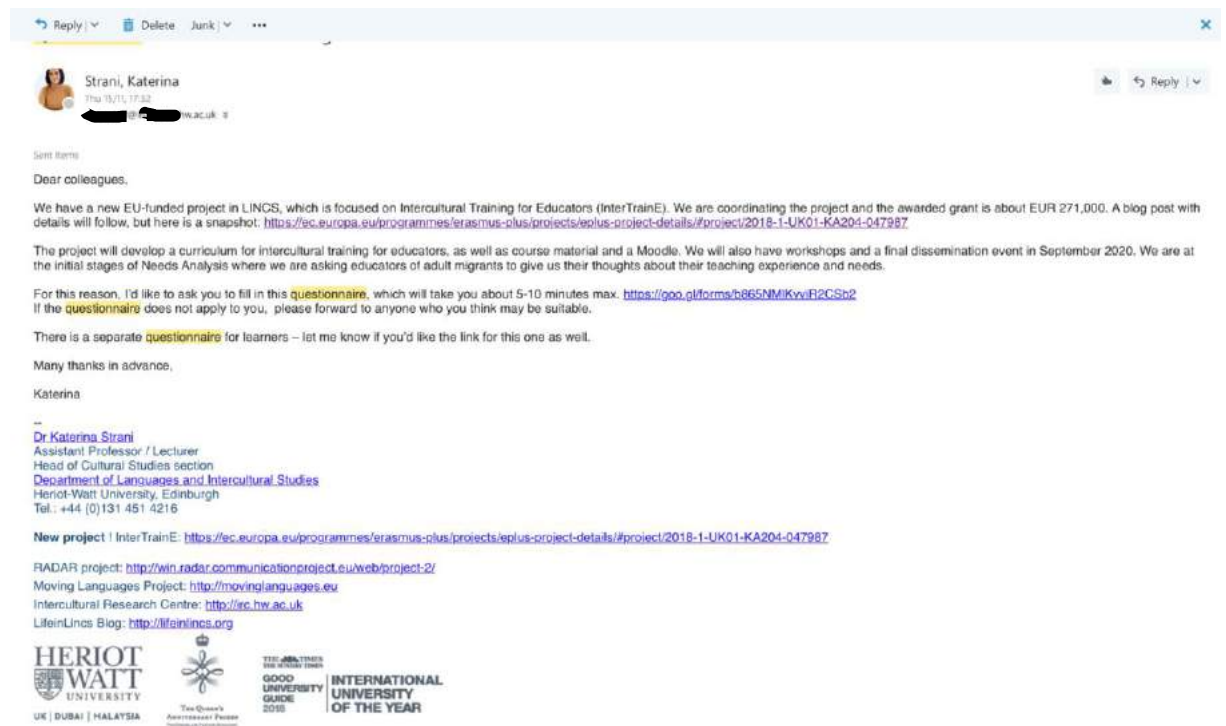
Never submit passwords through Google Forms.

Appendix F - Screenshots of emails sent to contacts

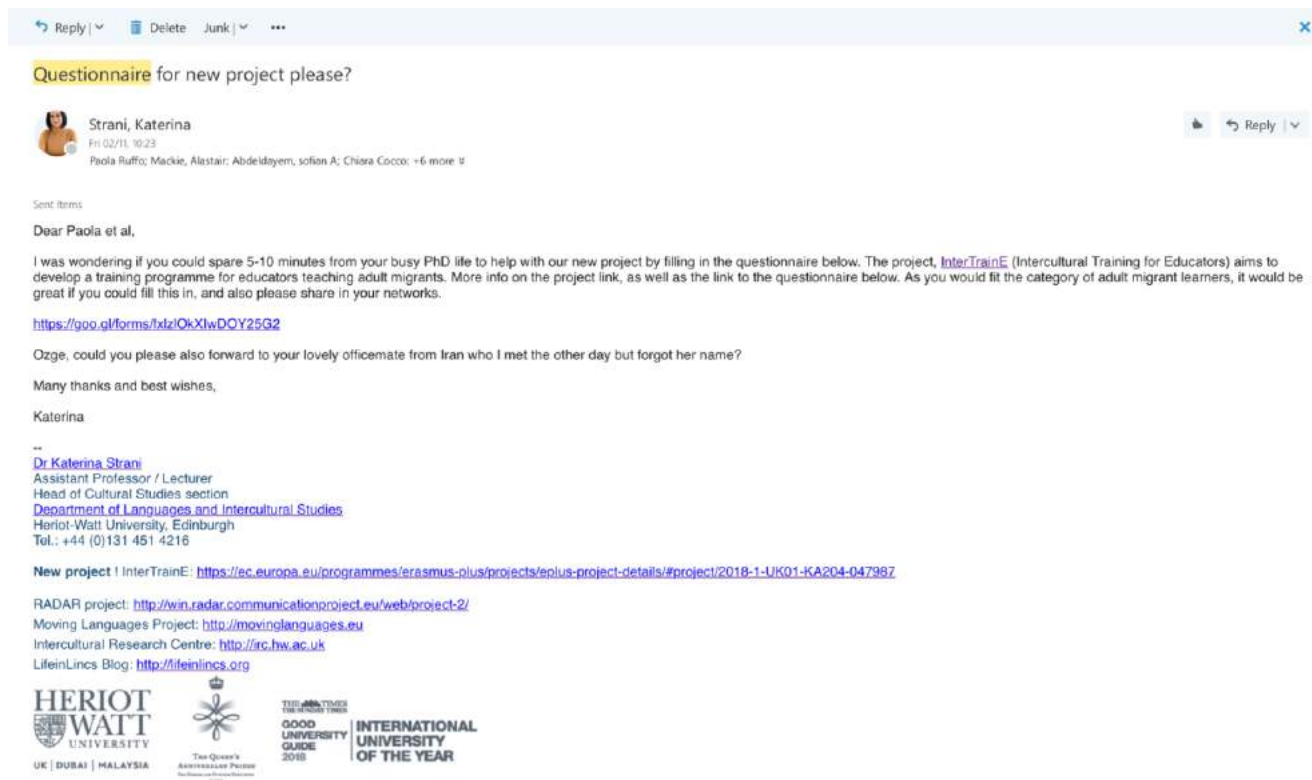
*** Please note that, because this is a public document, email addresses have been obscured to comply with GDPR rules***

UK

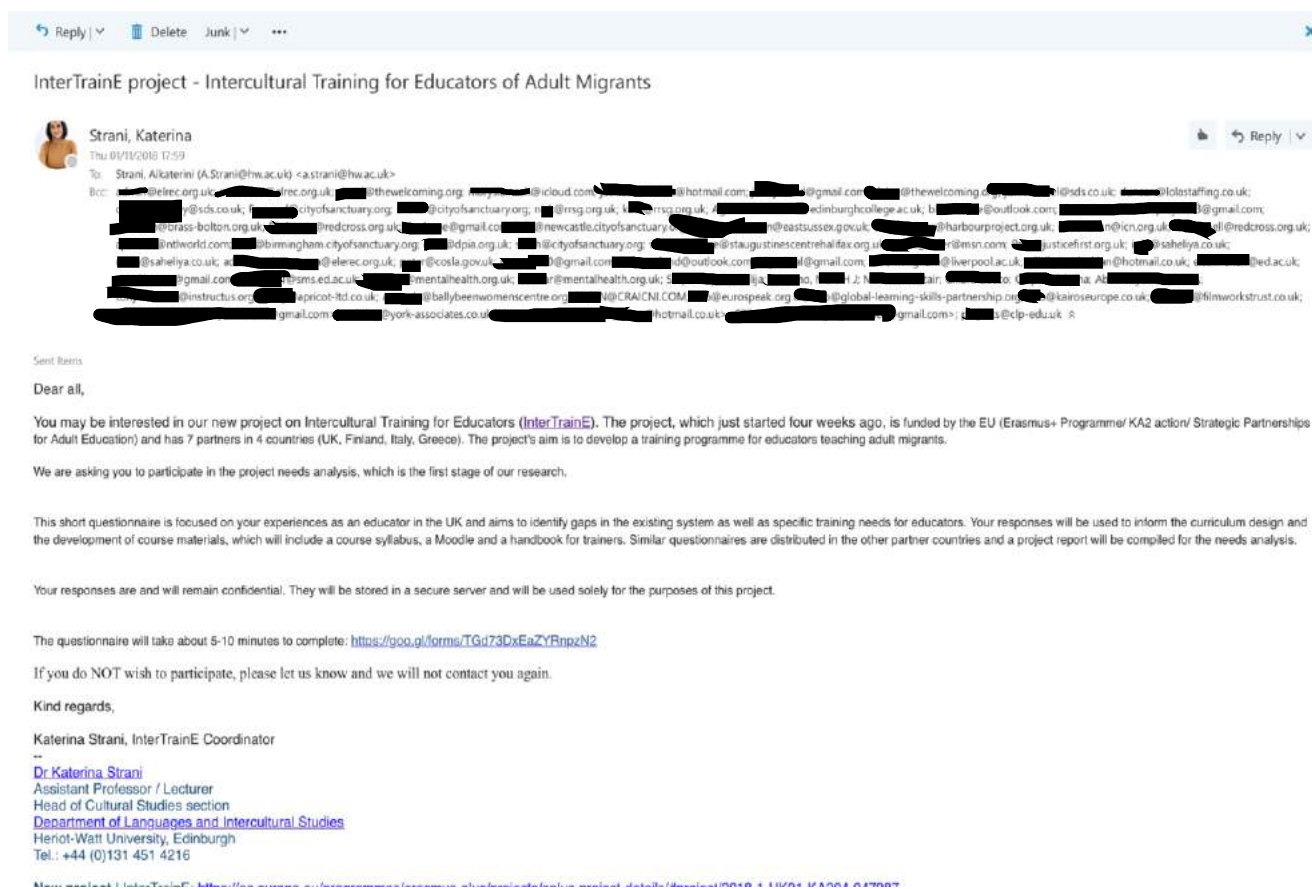
Email to all staff and PhD students in the School of Social Sciences, Heriot-Watt University (around 200 people)



Screenshot of email sent PhD students in Languages and Intercultural Studies in particular (10 people).



Screenshot of email sent to contacts from our Database from Stakeholders (45 people)



Greece

From: EELI
Subject: Συμμετοχή σε εκπαιδευτική έρευνα
To: undisclosed-recipients: ✨
Bcc: [REDACTED] 12 more

Αγαπητοί συνάδελφοι,

Εύχομαι να είστε καλά.

Θα ήθελα να σας ζητήσω να συμμετάσχετε στην έρευνα που πραγματοποιείται στο πλαίσιο του Ευρωπαϊκού προγράμματος InterTrainE – Intercultural Training for Educators, καθώς και του Ευρωπαϊκού προγράμματος RELIVET- Μείωση της πρόωρης εγκατάλειψης του σχολείου στην Επαγγελματική Εκπαίδευση και Κατάρτιση.

Για συγκεκριμένα προγράμματα χρηματοδοτούνται από την Ευρωπαϊκή Ένωση (Πρόγραμμα Erasmus+/ Βασική Δράση ΚΑ2/ Στρατηγικές Συνεργασίες για την Εκπαίδευση Ενηλίκων). Ιστορικός του έργου InterTrainE είναι η ανάπτυξη και η δημιουργία ενός εκπαιδευτικού προγράμματος για εκπαιδευτικούς που διδάσκουν σε ενήλικες μαθητές που προέρχονται από άλλες χώρες, ενώ σκοπός του έργου RELIVET είναι η έρευνα τεχνικών που θα συμβάλουν στη μείωση της πρόωρης εγκατάλειψης του σχολείου στην Επαγγελματική Εκπαίδευση και Κατάρτιση.

Θα θέλαμε να μάθουμε και να αξιολογήσουμε ποιες είναι οι εκπαιδευτικές ανάγκες των εκπαιδευτικών, ώστε να μπορέσουμε να δημιουργήσουμε ένα άρτιο εκπαιδευτικό υλικό, κατάλληλο να καλύψει τις πραγματικές ανάγκες σας.

Για αυτό τον σκοπό, σας αποστέλλω συνημμένα τον Οδηγό συνέντευξης/ Ερωτηματολόγιο των προγραμμάτων και θα σας παρακαλούσα να συμπληρώσετε τα έντυπα και να μας τα στείλετε πίσω με email.

Όπως θα δείτε στη δεύτερη σελίδα του εντύπου InterTrainE, πρέπει να υπογράψετε και να δώσετε τη συγκατάθεσή σας. Θα μπορούσατε να σκανάρετε ή να βγάλετε μια φωτογραφία τη σελίδα αυτή και να μας τη στείλετε ηλεκτρονικά μαζί με το συμπληρωμένο έντυπο.

Εν περίπτωση που δεν έχετε τη δυνατότητα να συμπληρώσετε ηλεκτρονικά τα ερωτηματολόγια, θα μπορούσαμε να ορίσουμε ένα τηλεφωνικό ραντεβού, μια ώρα και μέρα που θα σας εξυπηρετούσε, προκειμένου να μου αφιερώσετε λίγα λεπτά ώστε να τα συμπληρώσουμε μαζί. Επίσης, εάν επιθυμείτε, μπορούμε να κανονίσουμε μια συνάντηση στο γραφείο μας.

Εας παρακαλώ, προωθήσετε αυτό το μήνυμα σε συναδέλφους που απασχολούνται στην εκπαίδευση ενηλίκων (ΕΠΑΛ, ΙΕΚ, ΚΑΔΒΜ, ΣΔΕ κτλ.).

Ευχαριστώ πολύ εκ των προτέρων. Οι απόψεις σας είναι σημαντικές και θα βοηθήσουν στην έρευνά μας.

Με εκτίμηση,

Finland

E-mail to a Finnish language teacher to migrants in a vocational institution (Amiedu).

Kysely maahanmuuttajien kouluttajille ja maahanmuuttajaopiskelijoille

Marja-Liisa Helenius <marjalisa.helenius@gmail.com>
to tea.berndson

Sun, 2 Dec, 16:58 (12 days ago)

Hei!

Kirjoittelen InterTrainE-nimisestä Erasmus+-projektista, jossa järjestämme Learning for Integration ry on mukana. Teemme tutkimusta maahanmuuttajien koulutustarpeista sekä maahanmuuttajien kanssa työskentelevien kouluttajien tarpeista, ja olisi hienoa, jos voisitte jakaa seuraavat kyselylomakkeet maahanmuuttajaopiskelijoidenne sekä kouluttajienne kanssa, jos vain mahdollista? Kyselylomakkeet ovat englanniksi ja niiden täyttämiseen menee n. 5-10 minuuttia. Tietoja käytetään täysin nimettöminä. Ollisimme todella kiitollisia avusta!

Tässä alla linkit kyselylomakkeisiin ja lyhyt kuvaus englanniksi.

For educators:

We would appreciate if you could take a few moments to answer this questionnaire about your experiences as an educator for migrant students for our international project entitled "Intercultural Training for Educators - InterTrainE" (Erasmus+ Programme). Its aim is to develop a training programme for educators teaching adult migrants. We are asking you to participate in the project needs analysis, asking about your experiences as an educator in Finland. Your responses are and will remain anonymous.

Link to educators' questionnaire: <https://goo.gl/forms/D1QPPYDZem4a84p2>

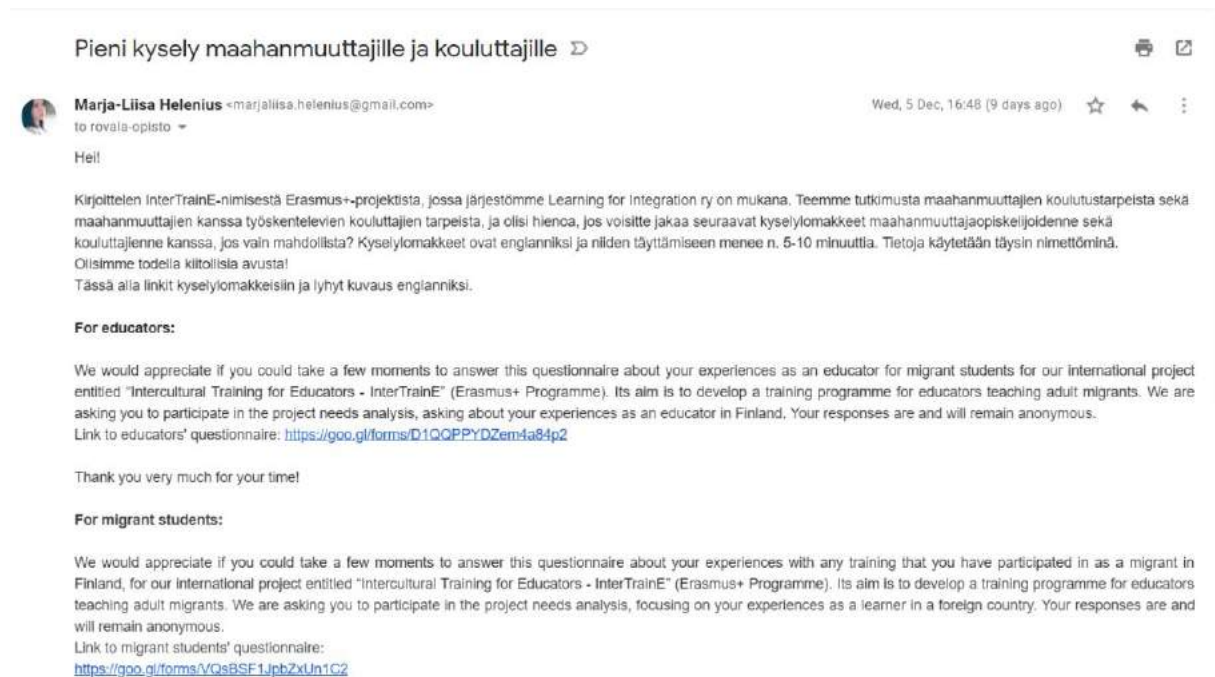
Thank you very much for your time!

For migrant students:

We would appreciate if you could take a few moments to answer this questionnaire about your experiences with any training that you have participated in as a migrant in Finland, for our international project entitled "Intercultural Training for Educators - InterTrainE" (Erasmus+ Programme). Its aim is to develop a training programme for educators teaching adult migrants. We are asking you to participate in the project needs analysis, focusing on your experiences as a learner in a foreign country. Your responses are and will remain anonymous.

Link to migrant students' questionnaire:

Screenshot of email sent to a school arranging integration education for migrants (Finland).



Appendix G: Screenshots of social media dissemination of the questionnaire

Page Inbox Notifications 4 Insights Publishing To... Ad centre

Creative Learning Programmes
@CLPEdinburgh

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**Creative Learning Programmes**
Published by Chrissa Koun [?] · 1 November ·

If you are not British and studying, or have studied, a course in the UK (college, university, language course, skills course, other short course, etc), please help us with our new project on Intercultural Training for Educators and fill in this questionnaire:
<https://goo.gl/forms/4nXOWPZ3SqqPHraN2>
Feel free to share!



Co-funded by the
Erasmus+ Programme
Union

Questionnaire for migrant learners

Thank you for agreeing to participate in our project.

Our international project entitled "Intercultural Training for Educators - InterTrainE" is funded by the EU (Erasmus+ Programme/ KA2 action/ Strategic Partnerships for Adult Education) and has 7 partners in 4 countries (UK, Finland, Italy, Greece).

The project's aim is to develop a training programme for educators teaching adult migrants. We are asking you to participate in the project needs analysis, which is the first stage of our research.

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Published by Chrissa Koun [?] · 1 November ·

Are you a teacher / lecturer / trainer? Do you teach adult migrants (either exclusively or not)? If so, please help us with our new project by filling in this short questionnaire:
<https://goo.gl/forms/TGd73DxEaZYRnpzN2>



TRAINING NEEDS OF EDUCATORS TEACHING ADULT MIGRANTS

Thank you for agreeing to participate in our research.


Our international project entitled "Intercultural Training for Educators - InterTrainE" is funded by the EU (Erasmus+ Programme/ KA2 action/ Strategic Partnerships for Adult Education) and has 7 partners in 4 countries (UK, Finland, Italy, Greece). Its aim is to develop a training programme for educators teaching adult migrants. We are asking you to participate in the project needs analysis, which is the first stage of our research.

This short questionnaire is focused on your experiences as an educator in the UK and aims to identify gaps in the existing system as well as specific training needs for educators. Your responses will be used to inform the curriculum design and the development of course materials, which will include a course syllabus, a Module and a handbook for trainers. Similar projects are distributed in the other partner countries and a project report will be compiled.

About This Website

DOCS.GOOGLE.COM

TRAINING NEEDS OF EDUCATORS TEACHING ADULT MIGRANTS



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@EELICrete

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Press Enter to post.

European Education and Learning Institute
[?] · 10 January ·

Η εμπειρία και η γνώσεις σας είναι πολύτιμες για την έρευνά μας! Εάν είστε εκπαιδευτές ενηλίκων, σας παρακαλούμε να συμπληρώσετε ένα σύντομο ερωτηματολόγιο για τους σκοπούς του ευρωπαϊκού σχεδίου «Διαπολιτισμική Κατάρτιση Εκπαιδευτών (Intercultural Training for Educators - InterTrainE), το οποίο υλοποιείται στο πλαίσιο του προγράμματος ERASMUS+, στη δράση KA2.

Απλώς ακολουθήστε τον σύνδεσμο: https://docs.google.com/.../15FJFB901OaoTTVwGrN_g8mbG2ta.../edit

InterTrainE - Educators

DOCS.GOOGLE.COM

InterTrainE - Educators


Thank you for agreeing to participate in our research. Our international project entitled "Intercultural Training for Educators - InterTrainE" is funded by the EU (Erasmus+ Programme/ KA2

Boost Post

Like Comment Share ...

European Education and Learning Institute
Published by Malchimp [?] · 8 January ·

REMINT newsletter #2 -



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Education

Hours 09:00 - 17:00
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Page created - 2 November 2015

Team Members

Chrissa Koun

Georgia Zervaki

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CLPEdinburgh @CLPEdinburgh · Nov 9

Are you a teacher / lecturer / trainer? Do you teach adult migrants (either exclusively or not)? If so, please help us with our new project by filling in this short questionnaire:



TRAINING NEEDS OF EDUCATORS TEACHING AD...

Thank you for agreeing to participate in our research. Our international project entitled "Intercultural Training for Educators - InterTrainE" is funded by the EU (Erasmus...
[docs.google.com](#)



CLPEdinburgh @CLPEdinburgh · Nov 9

NOT British? Are you studying, or have studied, a course in the UK (college, university, language course, skills course, other short course, etc), please help us with our new project on Intercultural Training for Educators and fill in this questionnaire:



Questionnaire for migrant learners

Thank you for agreeing to participate in our project. Our international project entitled "Intercultural Training for Educators - InterTrainE" is funded by the EU (Erasmus...
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Julius Lubys

1 Mutual Friend


Add Friend

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Comment

Write a comment...

OLDER



Marja-Liisa Helenius


Admin · 2 December at 16:43

Hi all, if you are a migrant living in Finland and undergoing any training/education (integration, language courses, vocational, university, etc.) we would appreciate if you could take a few moments to answer this questionnaire about your experiences for our international project "Intercultural Training for Educators - InterTrainE" (Erasmus+ Programme). Its aim is to develop a training programme for educators teaching adult migrants in the project countries. The questionnaire focuses on your experiences as a learner in Finland. Your responses are and will remain anonymous. The questionnaire takes 5-10 mins.


Link to questionnaire:
<https://goo.gl/forms/VQsBSF1JpbZxUn1C2>

Thank you very much for your time!

RECENT GROUP PHOTO




Suggested Groups



English Activities in Finland

9 friends · 1,426 members



Finnish Cooking & Culture

17,017 members

Café Lingua in Helsinki

Public group

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Joined

Notifications

Share

More

Write post

Add photo/video

Live Video

More


Write something...

Photo/Video

Get together

Poll

More




Marja-Liisa Helenius

Admin · Just now

Posting this one more time - if you are or have been a migrant in Finland and had any education or courses there, please answer the following survey for our InterTrainE project for educators teaching adult migrants! We really need some more answers by this Friday! Thanks so much 😊

QUESTIONNAIRE FOR MIGRANT LEARNERS

GROUP BY




Jol

2,9

ADD MEMBERS


Enter name or

MEMBERS




You have 29 new members this week. Write a post to welcome them.


SUGGESTED MEMBERS



Friends

Antonio

172



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 ...

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Create event

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Learning for Integration ry
Published by Marja-Liisa Helenius [?] · 2 December at 16:48 ·

Hi all, if you are a migrant living in Finland and undergoing any training/education (integration, language courses, vocational, university, etc.) we would appreciate if you could take a few moments to answer this questionnaire about your experiences for our international project "Intercultural Training for Educators - InterTrainE" (Erasmus+ Programme). Its aim is to develop a training programme for educators teaching adult migrants in the project countries. The questionnaire focuses on your experiences as a learner in Finland. Your responses are and will remain anonymous. The questionnaire takes 5-10 mins. Link to questionnaire: <https://goo.gl/forms/VQsBSF1JpbZxUn1C2>

Thank you very much for your time!

+ Add a Button

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About




Send message

<http://www.lfi.fi/>

Non-governmental organisation

Suggest Edits

Related Pages

-  **Parrot School of Int Education**
-  **Sollefteå FN-förenir**
Non-governmental organisation (NGO)
-  **Multicultural Finland**
Non-profit organisation

Appendix H - ITALIAN VERSION OF QUESTIONNAIRE FOR EDUCATORS

22/11/2018

Questionario di Analisi dei Fabbisogni formativi dei docenti che lavorano con migranti adulti

Questionario di Analisi dei Fabbisogni formativi dei docenti che lavorano con migranti adulti

Grazie per aver deciso di partecipare alla nostra ricerca!

Il nostro progetto internazionale dal titolo "Formazione Interculturale per Formatori_ InterTrainE" è finanziato dall'Unione Europea (Programma Erasmus+/azione KA2/Partenariati strategici per la formazione degli adulti) e coinvolge 7 partner di 4 Stati (Gran Bretagna, Finlandia, Italia, Grecia). Il progetto ha l'obiettivo di sviluppare un programma di formazione per docenti/educatori che lavorano con migranti adulti. Le chiediamo di partecipare all'analisi dei bisogni formativi, che rappresenta la prima fase della nostra ricerca.

Questo breve questionario è incentrato sulle sue esperienze di formatore in Italia ed ha l'obiettivo di individuare le lacune presenti nel sistema esistente, insieme ai fabbisogni formativi specifici dei formatori. Le sue risposte verranno utilizzate per la redazione del programma di formazione e lo sviluppo dei materiali didattici, che prevederà un indice generale del corso, una piattaforma MOODLE e un manuale per i formatori. Abbiamo distribuito questionari simili anche negli altri stati Partner e, una volta ottenuti tutti i risultati, verrà redatta una relazione finale sull'analisi dei fabbisogni formativi rilevati.

Le sue risposte sono e resteranno anonime. Verranno archiviate con la massima sicurezza sul server HWU e verranno usate soltanto per gli scopi previsti da questo progetto.

Per la compilazione del questionario occorreranno non più di 5 - 10 minuti.

NON condivideremo le sue informazioni con parti terze, secondo quanto previsto dalla normativa Europea in materia di Privacy.

***Campo obbligatorio**

Indirizzo email *

.....

Impossibile precompilare l'indirizzo email.



A. FORMAZIONE ED ESPERIENZA

<https://docs.google.com/forms/d/1CdFoN4gUDv62xFR5zzO0oEg1B-A3wAOe1ut00pPM5s/prefill>

1/9

Nome e Cognome:

La tua risposta

Età:

La tua risposta

Nazione di provenienza:

La tua risposta

A1. Professione

- ☐ Insegnante presso un istituto statale o altro istituto d'istruzione superiore
- ☐ Insegnante presso una scuola privata o altro istituto
- ☐ Professore Universitario/docente
- ☐ Formatore dipendente di un'autorità locale
- ☐ Formatore per una ONG
- ☐ Insegnante in una scuola privata
- ☐ Insegnante/Formatore Freelance
- ☐ Altro:

A2. Materie di insegnamento: Quali materie insegna nella sua classe o nei suoi corsi?

La tua risposta

A3. Titoli di studio *

- ☐ Laurea triennale o equipollente
- ☐ Laurea specialistica o equipollente
- ☐ Dottorato di ricerca
- ☐ Titolo di studio universitario ad indirizzo tecnico
- ☐ Formazione tecnica/Qualificazione professionale
- ☐ Diploma di scuola superiore
- ☐ Altro:

A4. La sua esperienza nel campo dell'insegnamento/Formazione

*

- ☐ 0 - 2 anni
- ☐ 3 - 5 anni
- ☐ 5 - 10 anni
- ☐ Oltre 10 anni
- ☐ Altro:

A5. La sua esperienza nell'insegnamento/formazione ai migranti, in particolare (in modo esclusivo, o in classi miste). *

- ☐ 0 - 2 anni
- ☐ 3 - 5 anni
- ☐ 5 - 10 anni
- ☐ Oltre 10 anni
- ☐ Altro:

A6. Ha frequentato programmi formativi/seminari sull'interculturalità? *

☐ Si

☐ No

A6.1 Se sì, per favore indichi il titolo del corso/seminario, e la relativa durata:

La tua risposta

A7. In quale misura conosce i seguenti argomenti, connessi all'apprendimento e all'insegnamento in contesti interculturali? *

	Nessuna conoscenza	Molto poco	Sufficientemente	Molto
Concetti chiave di cultura e comunicazione in classe (identità culturale, comunicazione interculturale, competenze comunicative, competenze interculturali, ecc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statistiche riguardo all'attuale situazione dell'immigrazione in Italia (tendenze generali, comprensione dei diversi tipi ed esperienze di migrazione, lavoro di rete con istituzioni/enti che operano nel campo dell'inclusione dei migranti, ecc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quadro normativo sull'istruzione dei migranti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formazione bilingue/multilingue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modelli educativi, come per esempio quello assimilazionista, modelli di formazione multiculturale/interculturale, inclusione dell'altro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gestione di una classe multiculturale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concezioni interculturali dei concetti di tempo, lavoro e tempo libero	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dimensione interculturale della dignità	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. DIMENSIONE INTERCULTURALE DELL'AMBIENTE LAVORATIVO

B1 Dove si trova l'istituto di insegnamento/formazione in cui lavora? *

- ☐ centro città
- ☐ paese
- ☐ periferia
- ☐ ambiente semiurbano
- ☐ campagna
- ☐ N/A (sono un libero professionista, propongo corsi on line, ecc.)
- ☐ Altro:

B2 Sa dirmi la percentuale (approssimativa) degli alunni stranieri che frequentano le sue lezioni? *

La tua risposta

B3 Il suo istituto segue un regolamento scritto rispetto ai seguenti punti? Se invece è un libero professionista, segue una normativa nazionale circa le attività di insegnamento? (è possibile indicare più di una risposta) *

- ☐ discriminazione per motivi di lingua, religione, o gruppo etnico
- ☐ valorizzazione delle minoranze linguistiche
- ☐ sostegno per gli stranieri o le persone di culture diverse
- ☐ progetti internazionali (scambi, mobilità)
- ☐ il mio istituto è sprovvisto di un regolamento interno/ non seguo alcun regolamento nazionale rispetto alle mie attività di insegnamento

B4 Quanto è soddisfatto dell'orientamento del suo istituto rispetto all'approccio di apprendimento ed insegnamento in contesti interculturali? Se è un libero professionista, si prega di lasciare un commento sul suo metodo didattico personale nella sezione Altro *

- ☐ Molto soddisfatto
- ☐ Soddisfatto
- ☐ Né soddisfatto né insoddisfatto
- ☐ Insoddisfatto
- ☐ Molto insoddisfatto
- ☐ Non c'è un metodo specifico per l'apprendimento e l'insegnamento in contesti interculturali.
- ☐ Altro:

B5. In che modo l'istituto dove lavora promuove attivamente l'apprendimento interculturale? (è possibile indicare più di una risposta)

- ☐ Organizzazione di eventi periodici
- ☐ Specifiche attività svolte in classe periodicamente
- ☐ Corsi di aggiornamento degli insegnanti
- ☐ Progetti (scambi internazionali, mobilità, ecc...)
- ☐ Altro:

B6 Indichi per favore le tre aree principali in cui il suo Istituto dovrebbe impegnarsi di più riguardo all'apprendimento e all'insegnamento in contesti interculturali. *

La tua risposta



C. LA SUA ESPERIENZA C1. Che tipo di difficoltà, se ce ne sono, si trova ad affrontare nel suo lavoro di insegnante/educatore di migranti? *

La tua risposta

C2. Descriva con un esempio una situazione di disagio vissuta in classe. Cosa è successo, qual è stata la principale difficoltà e come l'ha gestita? Quali risorse necessarie alla risoluzione del problema sono risultate mancanti? Come si poteva gestire questa situazione diversamente? *

La tua risposta

C3. Di quale formazione supplementare o particolari risorse ha bisogno per migliorare la sua pratica di insegnamento rispetto all'apprendimento e all'insegnamento in contesti interculturali? Si prega di essere specifici, quanto più possibile *

La tua risposta

C4. Cosa dovrebbe prevedere, a suo parere, un corso di formazione per insegnanti di migranti adulti? *

La tua risposta

La ringraziamo per la sua partecipazione; apprezziamo molto il suo feedback! Al fine di realizzare la nostra analisi, potremmo contattarla in futuro per un secondo, breve, questionario che ci aiuterà a definire il suo fabbisogno formativo. Se NON vuole essere nuovamente contattato, le chiediamo di selezionare la casella qui sotto.

☐ NON voglio essere contattato per la seconda parte dell'analisi

Per ricevere ulteriori informazioni sul progetto può visitare la pagina dedicata sul sito web Erasmus+

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-UK01-KA204-047987> o

contattare la coordinatrice del progetto, la Dott.ssa Katerina Strani a questo indirizzo e-mail: A.Strani@hw.ac.uk

La tua risposta

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Questionario per gli studenti immigrati

Ti ringraziamo per aver deciso di partecipare alla nostra ricerca.

"Formazione interculturale per gli insegnanti" è il nome del nostro progetto internazionale, finanziato dall'Unione Europea (Erasmus+ Programme/KA2action/Strategic Partnerships per l'istruzione degli adulti) ed è gestito da 7 partner in 4 stati (Gran Bretagna, Finlandia, Italia e Grecia).

L'obiettivo di questo progetto è quello di realizzare un programma di formazione per insegnanti che lavorano con migranti adulti. Ti chiediamo di partecipare all'analisi dei fabbisogni, che rappresenta la prima fase della nostra ricerca.

Questo breve questionario riguarda le tue esperienze come allievo in un paese straniero e mira a far emergere le carenze del sistema vigente e le esigenze specifiche di formazione degli insegnanti. Le tue risposte costituiranno un prezioso contributo per la redazione del programma di studi (e relativi materiali didattici), che includerà un corso di formazione, un Moodle ed un manuale per gli insegnanti. Lo stesso questionario verrà distribuito anche negli Stati partner e successivamente verrà pubblicata una relazione che presenterà i risultati di questa indagine.

Le tue risposte saranno archiviate in un server sicuro e saranno utilizzate esclusivamente per gli obiettivi progettuali. NON condivideremo le tue informazioni per scopi pubblicitari o con parti terze, in ottemperanza a quanto previsto dalla legislazione Europea in materia di privacy. Compilando il questionario, acconsenti all'utilizzo delle tue informazioni personali per gli utilizzi sopra menzionati.

Per compilare il questionario, ti basteranno 5-10 minuti.

Per ulteriori informazioni sul progetto: <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2018-1-UK01-KA204-047987>

*Campo obbligatorio

Indirizzo email *

Impossibile precompilare l'indirizzo email.

A. Formazione ed esperienza

Queste informazioni sono opzionali e vengono richieste solo a scopi statistici. Se preferisci, puoi fornirci anche solo il tuo nome di battesimo e la Nazione di provenienza.

Nome:

La tua risposta

Nazione di provenienza

La tua risposta

Età

La tua risposta

A1. Da quanti anni vivi in Italia? *

- ☐ 0 - 2 anni
- ☐ 3 - 5 anni
- ☐ 5 - 10 anni
- ☐ Oltre 10 anni
- ☐ Altro:

A2. Quale corso di formazione o di studi stai frequentando o hai frequentato in passato? *

- ☐ Corso Laurea Magistrale/Specialistica
- ☐ Corso di Laurea di I Livello
- ☐ Diploma
- ☐ Formazione Professionale
- ☐ Corsi di lingua
- ☐ Programmi di inclusione culturale
- ☐ Altro:

B. La tua esperienza come alunno

B1. Stai incontrando delle difficoltà nella partecipazione al corso? Se sì, di che tipo? *

- ☐ Comprensione della lingua
- ☐ Comunicazione in termini di cultura (linguaggio del corpo, sfumature, riferimenti culturali, valori diversi, norme e prassi diverse)
- ☐ Non conoscenza del paese ospitante/ in cui vivi
- ☐ Difficoltà di apprendimento rispetto ai contenuti didattici
- ☐ Diverso stile di insegnamento
- ☐ Materiale didattico confuso
- ☐ Gestione dei conflitti
- ☐ Non sto riscontrando alcuna difficoltà
- ☐ Altro:

Se non stai riscontrando alcuna difficoltà, cosa sta funzionando particolarmente bene?

La tua risposta

B2. Hai delle difficoltà nei rapporti con i tuoi compagni di classe o con il tuo professore? Se sì, per favore indicaci un esempio senza fare nomi. *

La tua risposta

B3. Descrivi una situazione spiacevole che hai vissuto in classe. Come è stata gestita? Cosa ne pensi? Poteva essere gestita in modo diverso? *

La tua risposta

B4. Pensi che gli insegnanti/formatori di adulti stranieri abbiano bisogno di ulteriore formazione/aggiornamento? Se sì, cosa dovrebbe prevedere quel corso? *

La tua risposta

Grazie

Grazie per la tua partecipazione!

Per ulteriori informazioni sul Progetto InterTrainE, visita il sito

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2018-1-UK01-KA204-047987> oppure contatta la Coordinatrice, Dr Katerina Strani all'indirizzo e-mail A.Strani@hw.ac.uk

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ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ
ΔΙΕΡΕΥΝΗΣΗΣ ΤΩΝ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΑΝΑΓΚΩΝ ΤΩΝ ΕΚΠΑΙΔΕΥΤΩΝ
ΠΟΥ ΔΙΔΑΣΚΟΥΝ ΕΝΗΛΙΚΕΣ ΜΕΤΑΝΑΣΤΕΣ

ΟΔΗΓΙΕΣ

Σας ευχαριστούμε που συμφωνήσατε να συμμετάσχετε στην έρευνά μας.

Το διεθνές πρόγραμμα στο οποίο συμμετέχουμε έχει τίτλο «Διαπολιτισμική Εκπαίδευση για Εκπαιδευτικούς - InterTrainE», χρηματοδοτείται από την ΕΕ (Πρόγραμμα Erasmus+/ Βασική Δράση KA2/ Στρατηγικές Συνεργασίες για την Εκπαίδευση Ενηλίκων) και έχει 7 εταίρους σε 4 χώρες (στο Ηνωμένο Βασίλειο, στη Φινλανδία, στην Ιταλία και στην Ελλάδα). Σκοπός του έργου InterTrainE είναι η ανάπτυξη και η δημιουργία ενός εκπαιδευτικού προγράμματος για εκπαιδευτικούς που διδάσκουν σε ενήλικες μετανάστες. Σας ζητάμε να συμμετάσχετε στην ανάλυση των αναγκών του έργου, η οποία αποτελεί το πρώτο στάδιο της έρευνάς μας.

Αυτό το σύντομο ερωτηματολόγιο επικεντρώνεται στην εμπειρία σας ως εκπαιδευτικός στην Ελλάδα και στοχεύει στον εντοπισμό των κενών που υπάρχουν στο εκπαιδευτικό σύστημα καθώς και στις συγκεκριμένες ανάγκες κατάρτισης. Οι απαντήσεις σας θα χρησιμοποιηθούν για τη διαμόρφωση του προγράμματος σπουδών και για τη δημιουργία και ανάπτυξη των μαθημάτων που αυτό θα περιλαμβάνει, για το σχεδιασμό μιας ηλεκτρονικής εκπαιδευτικής πλατφόρμας (Moodle) και για τη δημιουργία ενός εγχειριδίου για τους εκπαιδευτές.

Παρόμοια ερωτηματολόγια θα διανεμηθούν και στις υπόλοιπες χώρες εταίρους του προγράμματος, προκειμένου να συνταχθεί μια έκθεση που θα αφορά την ανάλυση των εκπαιδευτικών αναγκών των εκπαιδευτικών.

Το ερωτηματολόγιο είναι εμπιστευτικό και οι απαντήσεις σας θα αποθηκευτούν με ασφάλεια σε ένα διακομιστή του πανεπιστημίου Heriot Watt University HWU και θα χρησιμοποιηθούν αποκλειστικά για τους σκοπούς αυτού του προγράμματος.

Ο χρόνος που απαιτείται για την συμπλήρωση του ερωτηματολογίου είναι 5 – 10 λεπτά.

ΓΕΝΙΚΑ ΣΤΟΙΧΕΙΑ ΚΑΙ ΕΜΠΕΙΡΙΑ

Ονοματεπώνυμο:

Ηλικία:

Χώρα καταγωγής:

A1. Επάγγελμα

- ☐ Εκπαιδευτικός σε δημόσιο κολλέγιο ή σε οποιοδήποτε άλλο ίδρυμα διά βίου μάθησης
- ☐ Εκπαιδευτικός σε ιδιωτικό κολλέγιο ή σε άλλο εκπαιδευτικό ίδρυμα
- ☐ Καθηγητής Πανεπιστημίου/ λέκτορας
- ☐ Εκπαιδευτής σε τοπική αρχή (π.χ. Συμβούλιο, δήμο, άλλο)
- ☐ Εκπαιδευτής σε ΜΚΟ
- ☐ Εκπαιδευτής σε ιδιωτικό σχολείο
- ☐ Ελεύθερος επαγγελματίας δάσκαλος/ εκπαιδευτής
- ☐ Άλλο _____

A2. Αντικείμενο

Ποιο (-α) θέμα (-τα) διδάσκετε στα μαθήματά σας;

A3. Επίπεδο σπουδών

- ☐ Πτυχίο Πανεπιστημίου ή ισότιμο
- ☐ Μεταπτυχιακό δίπλωμα ή ισότιμο
- ☐ Διδακτορικό δίπλωμα
- ☐ Δίπλωμα
- ☐ Πιστοποιητικό
- ☐ Επαγγελματική εκπαίδευση
- ☐ Άλλο/ Παρακαλούμε προσδιορίστε:

A4. Πόσα χρόνια εμπειρίας διαθέτετε στον τομέα της εκπαίδευσης/ κατάρτισης;

- ☐ 0 - 2 χρόνια
- ☐ 3 - 5 χρόνια

- ☐ 5 - 10 χρόνια
- ☐ πάνω από 10 χρόνια

A5. Πόσα χρόνια εμπειρίας διαθέτετε στον τομέα της εκπαίδευσης/ κατάρτισης μεταναστών συγκεκριμένα; (είτε σε τάξεις αποκλειστικά με μετανάστες είτε σε μικτές).

- ☐ 0 - 2 χρόνια
- ☐ 3 - 5 χρόνια
- ☐ 5 - 10 χρόνια
- ☐ πάνω από 10 χρόνια

A6. Έχετε παρακολουθήσει εκπαιδευτικά επιμορφωτικά προγράμματα/ σεμινάρια σχετικά με τη Διαπολιτισμική Κατάρτιση;

- ☐ Ναι ☐ Όχι

A6.1 Αν ναι, παρακαλούμε γράψτε τον τίτλο του προγράμματος/ σεμιναρίου και την διάρκειά του:

	Τίτλος	Διάρκεια
1.		
2.		
3.		
4.		
5.		

A7. Σε ποιο βαθμό γνωρίζετε τα παρακάτω θέματα που σχετίζονται με τη διαπολιτισμική εκπαίδευση και διδασκαλία;

1. Βασικές έννοιες του πολιτισμού και της επικοινωνίας στην τάξη (πολιτιστική ταυτότητα, διαπολιτισμική επικοινωνία, επικοινωνιακή ικανότητα, διαπολιτισμική ικανότητα κλπ.)

- ☐ Καθόλου ☐ Πολύ λίγο ☐ Ικανοποιητικά ☐ Πολύ καλά

2. Στατιστικές σχετικά με το τρέχον μεταναστευτικό πλαίσιο στην Ελλάδα (ευρύτερες τάσεις, κατανόηση των διαφορετικών τύπων και εμπειριών μετανάστευσης, εργασία σε ένα δίκτυο που περιλαμβάνει ιδρύματα/ οργανισμούς που δραστηριοποιούνται στον τομέα της ένταξης των μεταναστών κλπ.):

- ☐ Καθόλου ☐ Πολύ λίγο ☐ Ικανοποιητικά ☐ Πολύ καλά

3. Νομοθετικό πλαίσιο για την εκπαίδευση των μεταναστών:

☐ Καθόλου ☐ Πολύ λίγο ☐ Ικανοποιητικά ☐ Πολύ καλά

4. Δίγλωσση / πολύγλωσση εκπαίδευση:

☐ Καθόλου ☐ Πολύ λίγο ☐ Ικανοποιητικά ☐ Πολύ καλά

5. Εκπαιδευτικά μοντέλα, όπως το μοντέλο της αφομοίωσης, της πολυπολιτισμικής/ διαπολιτισμικής εκπαίδευσης, της συνεκπαίδευσης (inclusion) κλπ.:

☐ Καθόλου ☐ Πολύ λίγο ☐ Ικανοποιητικά ☐ Πολύ καλά

6. Διαχείριση πολυπολιτισμικής τάξης:

☐ Καθόλου ☐ Πολύ λίγο ☐ Ικανοποιητικά ☐ Πολύ καλά

7. Διαπολιτισμικές αντιλήψεις σχετικά με το χρόνο, την εργασία και την αναψυχή

☐ Καθόλου ☐ Πολύ λίγο ☐ Ικανοποιητικά ☐ Πολύ καλά

8. Διαπολιτισμική διάσταση της αξιοπρέπειας

☐ Καθόλου ☐ Πολύ λίγο ☐ Ικανοποιητικά ☐ Πολύ καλά

D. ΔΙΑΠΟΛΙΤΙΣΜΙΚΗ ΔΙΑΣΤΑΣΗ ΤΟΥ ΕΡΓΑΣΙΑΚΟΥ ΣΑΣ ΠΕΡΙΒΑΛΛΟΝΤΟΣ

B1 Πού βρίσκεται ο εκπαιδευτικός φορέας στον οποίο εργάζεστε;

- ☐ στο κέντρο της πόλης
- ☐ σε πόλη
- ☐ στα προάστια
- ☐ σε ημι-αγροτική περιοχή
- ☐ σε αγροτική περιοχή
- ☐ Μη Διαθέσιμο (Είμαι ελεύθερος επαγγελματίας, προσφέρω ηλεκτρονικά μαθήματα κλπ.)

B2 Ποιο είναι το ποσοστό (περίπου) των μαθητών που είναι μετανάστες και παρακολουθούν τα μαθήματά σας;

B3 Διαθέτει ο φορέας σας γραπτή πολιτική σχετικά με τα ακόλουθα; Εάν είστε ελεύθερος επαγγελματίας, ακολουθείτε μια εθνική πολιτική για τα ακόλουθα στις διδακτικές σας δραστηριότητες; (Σημειώστε όλα όσα ισχύουν).

- ☐ διακρίσεις λόγω γλώσσας, θρησκείας ή εθνικότητας
- ☐ αποτίμηση των γλωσσών των μειονοτήτων
- ☐ παροχή υποστήριξης σε άτομα που δεν μιλούν Ελληνικά ή που κατάγονται από άλλους πολιτισμούς
- ☐ διακρατικά προγράμματα (προγράμματα ανταλλαγών, κινητικότητας)
- ☐ Ο φορέας μου δε διαθέτει κάποια γραπτή πολιτική/ δεν ακολουθώ καμία εθνική πολιτική στις εκπαιδευτικές μου δραστηριότητες

B4 Πόσο ικανοποιημένοι είστε με την προσέγγιση του φορέα σας σχετικά με τη διαπολιτισμική μάθηση και διδασκαλία; Εάν είστε ελεύθερος επαγγελματίας, σχολιάστε τη δική σας προσέγγιση.

- Πολύ ικανοποιημένος/η
- Ικανοποιημένος/η
- Ούτε ικανοποιημένος, ούτε δυσαρεστημένος/η
- Δυσανεστημένος/η
- Πολύ δυσαρεστημένος/η
- Δεν υπάρχει συγκεκριμένη προσέγγιση για τη διαπολιτισμική μάθηση και τη διδασκαλία

Παρακαλούμε, σχολιάστε (προαιρετικά) _____

B5. Με ποιους τρόπους προωθεί ενεργά ο φορέας σας τη διαπολιτισμική μάθηση; (Επιλέξτε όλα όσα ισχύουν)

- Τακτικές εκδηλώσεις
- Τακτικές δραστηριότητες στην τάξη
- Κατάρτιση/ επιμόρφωση του διδακτικού προσωπικού
- Προγράμματα (διακρατικά προγράμματα ανταλλαγών, κινητικότητας κλπ.)
- Άλλο / Παρακαλούμε προσδιορίστε _____

B6 Παρακαλούμε προσδιορίσετε τρεις βασικούς τομείς στους οποίους επιθυμείτε να βελτιωθεί ο φορέας σας όσον αφορά τη διαπολιτισμική μάθηση και διδασκαλία.

- 1.
- 2.

3.

Ε. Η ΕΡΓΑΣΙΑ ΣΑΣ

Γ1. Τι είδους δυσκολίες, αν υπάρχουν, αντιμετωπίζετε ως δάσκαλος / εκπαιδευτής ενηλίκων μεταναστών;

.....

.....

.....

.....

.....

.....

.....

Γ2. Περιγράψτε ένα συγκεκριμένο παράδειγμα μιας δυσάρεστης κατάστασης που βιώσατε στην τάξη σας. Τι συνέβη, ποια ήταν η δυσκολία που αντιμετωπίσατε και πώς διαχειριστήκατε το πρόβλημα; Τι μέσα δεν διαθέτατε προκειμένου να αντιμετωπίσετε το πρόβλημα; Θα μπορούσε να έχει αντιμετωπιστεί διαφορετικά;

.....

.....

.....

.....

.....

.....

.....

.....

Γ3. Από τη σκοπιά της διαπολιτισμικής μάθησης και διδασκαλίας, τι επιπρόσθετη κατάρτιση/ επιμόρφωση ή πόρους και μέσα χρειάζεστε για να βελτιώσετε τη διδακτική σας πρακτική; Παρακαλούμε να είστε όσο το δυνατόν πιο συγκεκριμένοι.

.....

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Γ4. Τι πρέπει να περιλαμβάνει ένα εκπαιδευτικό πρόγραμμα για εκπαιδευτικούς που διδάσκουν σε ενήλικους μετανάστες;

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Ευχαριστούμε για τη συμμετοχή σας!

Για περισσότερες πληροφορίες σχετικά με το πρόγραμμα InterTrainE, παρακαλώ επισκεφθείτε τη ιστοσελίδα: <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-UK01-KA204-047987> ή επικοινωνήστε με την υπεύθυνη του προγράμματος, Καλλή Ροδοπούλου στο kr@eeli.edu.gr

Εκτιμούμε ιδιαίτερα τα σχόλιά σας. Για τους σκοπούς της ανάλυσής μας, θα επικοινωνήσουμε μαζί σας στο μέλλον με ένα δεύτερο, σύντομο, ερωτηματολόγιο που θα μας βοηθήσει να κατανοήσουμε περαιτέρω τις εκπαιδευτικές σας ανάγκες.

Αν δεν επιθυμείτε να επικοινωνήσουμε μαζί σας, παρακαλώ ενημερώστε την υπεύθυνη του προγράμματος, Καλλή Ροδοπούλου στο kr@eeli.edu.gr

Αν επιθυμείτε να ενημερώνεστε σχετικά με τις δράσεις του προγράμματος και να λάβετε το τελικό υλικό που θα δημιουργηθεί (το πρόγραμμα σπουδών, την ηλεκτρονική εκπαιδευτική πλατφόρμα, το εγχειρίδιο για τους εκπαιδευτές), παρακαλούμε σημειώστε παρακάτω τη διεύθυνση του ηλεκτρονικού σας ταχυδρομείου. ΔΕΝ θα μοιραστούμε τα στοιχεία σας με τρίτους σύμφωνα με τη νομοθεσία της ΕΕ.

Email: _____



ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΓΙΑ ΜΕΤΑΝΑΣΤΕΣ ΕΚΠΑΙΔΕΥΟΜΕΝΟΥΣ

ΟΔΗΓΙΕΣ

Σας ευχαριστούμε που συμφωνήσατε να συμμετάσχετε στην έρευνά μας.

Το Ευρωπαϊκό πρόγραμμα στο οποίο συμμετέχουμε έχει τίτλο «Διαπολιτισμική Εκπαίδευση για Εκπαιδευτικούς - InterTrainE», χρηματοδοτείται από την ΕΕ (Πρόγραμμα Erasmus+/ Βασική Δράση ΚΑ2/ Στρατηγικές Συνεργασίες για την Εκπαίδευση Ενηλίκων) και έχει 7 εταίρους σε 4 χώρες (στο Ηνωμένο Βασίλειο, στη Φινλανδία, στην Ιταλία και στην Ελλάδα). Σκοπός του έργου InterTrainE είναι η ανάπτυξη και η δημιουργία ενός εκπαιδευτικού προγράμματος για εκπαιδευτικούς που διδάσκουν σε ενήλικες μετανάστες. Σας ζητάμε να συμμετάσχετε στην ανάλυση των αναγκών του έργου, η οποία αποτελεί το πρώτο στάδιο της έρευνάς μας.

Αυτό το σύντομο ερωτηματολόγιο επικεντρώνεται στην εμπειρία σας ως μαθητής σε μια ξένη χώρα και στοχεύει στον εντοπισμό των κενών που υπάρχουν στο εκπαιδευτικό σύστημα καθώς και στις συγκεκριμένες εκπαιδευτικές ανάγκες. Οι απαντήσεις σας θα χρησιμοποιηθούν για τη διαμόρφωση του προγράμματος σπουδών και για τη δημιουργία και ανάπτυξη των μαθημάτων που αυτό θα περιλαμβάνει, για το σχεδιασμό μιας ηλεκτρονικής εκπαιδευτικής πλατφόρμας (Moodle) και για τη δημιουργία ενός εγχειριδίου για τους εκπαιδευτές. Παρόμοια ερωτηματολόγια θα διανεμηθούν και στις υπόλοιπες χώρες εταίρους του προγράμματος, προκειμένου να συνταχθεί μια έκθεση που θα αφορά την ανάλυση των εκπαιδευτικών αναγκών.

Το ερωτηματολόγιο είναι εμπιστευτικό και οι απαντήσεις σας θα αποθηκευτούν με ασφάλεια σε ένα διακομιστή του πανεπιστημίου Heriot Watt University HWU και θα χρησιμοποιηθούν αποκλειστικά για τους σκοπούς αυτού του προγράμματος.

Ο χρόνος που απαιτείται για την συμπλήρωση του ερωτηματολογίου είναι 5 – 10 λεπτά.

A. ΠΡΟΣΩΠΙΚΑ ΣΤΟΙΧΕΙΑ

Όνομα:

Χώρα καταγωγής:

Ηλικία:

A1. Πόσα χρόνια μένετε στην Ελλάδα;

- ☐ 0 - 2 χρόνια
- ☐ 3 - 5 χρόνια
- ☐ 5 - 10 χρόνια
- ☐ πάνω από 10 χρόνια

A2. Τι είδους εκπαιδευτικό πρόγραμμα / κατάρτιση παρακολουθείτε; Παρακαλούμε προσδιορίστε τον εκπαιδευτικό φορέα.

- ☐ Μεταπτυχιακές σπουδές
- ☐ Προπτυχιακές σπουδές
- ☐ Πιστοποιητικό / Δίπλωμα
- ☐ Επαγγελματική εκπαίδευση
- ☐ Μαθήματα γλώσσας
- ☐ Προγράμματα πολιτιστικής ένταξης
- ☐ Άλλο: _____
- ☐ Δεν παρακολουθώ κάποιο μάθημα

B. Η ΕΜΠΕΙΡΙΑ ΣΑΣ ΩΣ ΜΑΘΗΤΗΣ

B1. Αντιμετωπίζετε δυσκολίες στο μάθημα που παρακολουθείτε; Εάν ναι, τι είδους;

- ☐ Επικοινωνία από την άποψη της γλώσσας
- ☐ Επικοινωνία από την άποψη του πολιτισμού (γλώσσα του σώματος, διαφορετικό χρώμα του δέρματος, πολιτισμικές αναφορές, διαφορετικές αξίες, πρακτικές και διαφορετικοί κανόνες κλπ.)
- ☐ έλλειψη γνώσης για τη χώρα στην οποία ζείτε
- ☐ έλλειψη κατανόησης του εκπαιδευτικού περιεχομένου
- ☐ διαφορετικό στυλ διδασκαλίας
- ☐ περίπλοκο εκπαιδευτικό υλικό
- ☐ διαχείριση συγκρούσεων
- ☐ άλλο: _____
- ☐ Δεν αντιμετωπίζω κάποια δυσκολία

Εάν δεν αντιμετωπίζετε δυσκολίες, τι είναι αυτό που λειτουργεί σωστά για σας;

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B2. Αντιμετωπίζετε δυσκολίες στις σχέσεις σας με τους συμμαθητές σας ή τους δασκάλους σας; Εάν ναι, δώστε παραδείγματα χωρίς να αναφέρετε ονόματα.

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B3. Περιγράψτε μια δυσάρεστη κατάσταση που βιώσατε στην τάξη σας. Πώς το διαχειριστήκατε; Τι νομίζατε; Θα μπορούσε να έχει αντιμετωπιστεί διαφορετικά;

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B4. Πιστεύετε ότι οι εκπαιδευτικοί / εκπαιδευτές ενήλικων μεταναστών χρειάζονται περαιτέρω κατάρτιση/ επιμόρφωση; Εάν ναι, τι θα έπρεπε να περιλαμβάνει η κατάρτιση/ επιμόρφωση αυτή;

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Ευχαριστούμε!

APPENDIX L - FINNISH QUESTIONNAIRES

PLEASE NOTE that the questionnaire for O1 was not translated into Finnish, because most migrants in Finland would not answer in Finnish, as Finnish is quite difficult for them to learn. It is always easier to use English in these cases. The Finnish partner, LFI, have done the same in other projects. The English version of the questionnaires were used in Finland for these reasons.