



Intercultural Training for Educators

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Report OI 2 – Research Report on Intercultural Education

ACTIVITY LEADER: IL SICOMORO S.C.S., MATERA (ITALY)

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Written by: Valeria Zampagni

Based on National reports drafted by Katerina Strani and Alastair Mackie (HWU), Chryssi Koundouraki and Kate Sailer (CLP), Marja-Liisa Helenius and Julia Basjukina (LFI), Babis Piteris (KEKAPER) and Kalli Rodopoulou (EELI).

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1. INTRODUCTION

This report aims to present collected information about the existing programmes for the integration of migrants in Italy, Finland, UK and Greece, and the training programmes offered to those who work as educators for migrants in these countries. The analysis of this data will serve as a starting point for the following stages of the project by giving us an understanding of questions such as: What do migrants feel is lacking in their integration process? What are they looking for when they start their new life in our countries? How can educators understand their needs and improve their skills? Which issues are crucial to promote the empowerment of migrants and their impact in the hosting society? Desk research is important to point out the aspects that need to be developed further in order to boost the integration process of refugees and migrants. Additionally, the research has been useful to get a list of existing training programmes for educators of migrants in the countries involved in the partnership. Training and education are fundamental parts of the development of teachers: the quality of teachers largely depends on the training they received. Moreover, by providing their students with necessary skills and knowledge, good educators indirectly contribute to their integration processes.

The report also includes the results of 104 semi-structured interviews we held with educators across all participating countries, in which we asked them about the training programmes they attended. These interviews gave us the opportunity to directly involve people actually working in this field. During the interviews, we discussed what kinds of training they had, talking about the learning material, the methodology, the duration and other aspects. The interviews were also an opportunity for the educators to reflect upon the outcomes of training programmes they attended, which particular aspects made them more or less useful for their working practice and why. It was also an opportunity for them to freely express their suggestions in order to improve the training offered in this particular field.

In conclusion, the report will be divided into two different sections:

1. Background research, in which both the research about existing integration programmes for migrants and the research about the training programmes on intercultural education will be presented;
2. Qualitative research, in which the results of the semi-structured interviews with educators working in intercultural contexts will be presented. This will be analysed thematically and the relevant conclusions and recommendations will be made.

2. BACKGROUND RESEARCH

The background research aims to present the current situation of existing training programmes for intercultural educators and integration programmes for migrants in the participating countries. Keeping in mind the final aim of the project, it was important for the partnership to have a clear idea of the current situation regarding two aspects in particular: on one hand programmes for the integration of migrants and refugees, and on the other existing training offered on intercultural education.

Both subjects are important to understand the status quo as they give us an insight into what is on offer already and what is missing.

The research has been strictly linked to the general objectives of the project, such as enhancing cultural sensitivity, encouraging positive intercultural working relationships and reducing cross-cultural misunderstanding. In particular, our objective is to implement an online training on intercultural education addressed to educators working in multicultural contexts.

Nowadays, classes are composed of more and more students from different backgrounds, requiring the educators to develop cultural awareness, attention to communication styles and intercultural management skills in order to acquire a better understanding of cultural challenges. Within this context, it is important to understand what is currently lacking for the successful integration of migrants and refugees because it will enable us to understand which competences the trainers need to acquire in order to fill that gap and be able to provide better support for the integration process of their students. It is also crucial to analyse existing training offered in this field of study, with the aim of modifying the learning programmes on the base of the current needs of trainers and trainees.

All partners presented a general overview of what is on offer in the countries involved in the project and also highlighted possible gaps. The research about existing training offers information about the existing training courses, seminars and other learning opportunities in all countries involved in the project. Each partner conducted the research in their country and then the responsible partner of O2 put together the results of each national research in order to produce this output.

It is important to note that this research does not claim to be representative or to make any generalised findings, however it fulfils the specific aims and objectives of the InterTrainE project, i.e. to design a course of Intercultural Training for Educators of Adult Migrants. The data generated from this research is qualitative and rich and cannot be fairly represented in a quantitative manner. We are attempting to illustrate some results in such a manner, but these should be read in conjunction with the qualitative analysis offered. Moreover, the purpose of this analysis is to feed it into Output 3 and the Curriculum Design.

2. 1 DATA AND METHODS

The data presented within the following two sections is secondary and has been collected by means of desk research. Courses were found by searching for intercultural training programmes for educators; integration programmes for recent migrants or related terms online. Some courses were found based on prior knowledge or connections of the researchers. Results have been limited to courses which are being offered currently. The presented lists are not exhaustive but include a large variety of different programmes being offered all over partners' countries.

In Italy, background research was carried out following two parallel paths. In fact, there are two Italian partners participating in the project, we decided to share the tasks in order to focus our resources. In particular, "Il Sicomoro", a social cooperative with a long experience in the field of migration, was in charge of developing the research on current integration programmes at local and national levels; while „Studio Risorse“, a centre of vocational training and guidance officially recognised at regional level, dealt with the collection of information about existing trainings on intercultural education.

The research on integration programmes for refugees and migrants was started with local organisations because most of the associations and institutions we found were already involved in the existing working network. Using this local network as a starting point, we were able to establish contact with the representatives of further organisations willing to contribute to the research. Primary data was collected during meetings, phone calls and interviews. It was also an opportunity to exchange experiences and opinions about the topic.

At a later stage, the research was continued online. The desk research was useful but, in comparison with the previous stage of the research, it was more difficult to find information which was up to date relevant to the aims of the project. Local (or national) educational authorities does not have a list of such courses, therefore desk research was the best option.

Beyond desk research on existing integration programmes, "Il Sicomoro" also included the activities they are currently implementing in the reception projects for asylum seekers and political refugees they are managing at local level. It was not easy to find useful information on other programmes currently active in other cities or, sometimes, there were just short descriptions with no details about methodologies and duration.

Some partners already had a long experience in the immigration sector in general, and in the management of integration programmes in particular. This made the research easier, because they knew where to look and who to ask for information.

Regarding the research on existing trainings on intercultural education, online research was conducted among the professional channels of training centres already active within the working network, with the aim of identifying and classifying the best training programmes on intercultural education. The first step of the research involved the analysis of the most common websites offering training programmes, with the identification of all useful information. Sometimes, if the partnership considered that web research was not enough to fulfil the project's aims, the partners conducted further research through phone calls, through contacts and through other resources on existing intercultural training programmes for educators.

It is important to highlight that this list is an extremely useful resource, as no such list exists in the partner countries. Indeed, there have been stakeholders in the UK and Greece who have expressed interest in obtaining that list and publicising it. We will provide them with a copy of this report.



2.2 EXISTING INTERCULTURAL TRAINING PROGRAMMES FOR EDUCATORS

The existing Intercultural Training Programmes for Educators in the partner countries are presented in the table below.

The list includes courses by different types of organisations, universities, universities of applied sciences and other educational institutions as well as associations and private companies.



EXISTING INTERCULTURAL TRAINING PROGRAMMES FOR EDUCATORS IN ITALY							
Title	Description	Link (E-learning or Provider)	Duration	Target Group	Mode of Delivery	Period of validity/availability	Certificate issued
"Guidelines for the work inclusion of the refugees and the asylum seekers - ReInclusion"	The project aims to develop innovative methodologies and tools addressed to operators of services of social and work insertion of asylum seekers or holders of International Protection who carry out their activities in the SPRAR Centres of the Protection System for Asylum Seekers and Refugees, can operate in an effective way with the	https://reinclusion.eu/	n/a	Teachers/Educators (private or public sector), teaching and academic staff, Education students and graduates, freelancers and anyone interested in Intercultural Education, sociologists and social workers, Psychologists, professionals and operators working with refugees/ migrants, parents etc.	E-learning	Duration of the project: September 2016 - August 2019. The online courses are available: https://reinclusion.eu/	Attendance certificate



	immigrants taken in charge.						
Verso una scuola più interculturale	Development of intercultural education projects and International mobility at school	Link	25 hours	Teachers of Italian High Schools	Face to face	January / February 2019	NA
Apprendimento interculturale a scuola	Development of intercultural awareness and point of view	Link	8 hours	Educators	Seminar	March 2019	NA
Intercultura e internazionalizzazione	Development of skills in the field of intercultural training and International relationships. The training provides useful tools to plan, manage and evaluate training paths in intercultural environments.	Link	25 hours	Teachers of Italian High Schools	Video Lessons - Forum	Open - Online	Attendance certificate

Basta conoscersi	School and intercultural approach. Migrants. Planning of an intercultural school.	Link	25 hours	Teacher and educators	18 hours face to face and 7 hours e-learning	2018	Attendance certificate
Comunicazione no profit	No Profit communication – Strategies of communication in Third Sector, between Web and Social Media	Link	NA	Educators, Teachers, Intercultural operators	E-learning	2018-2019	NA
Social Media e Immigrazione	Contribution of news social digital media to travel, reception and integration of migrants.	Link	NA	Educators, Teachers, Intercultural operators	E-learning	2018	NA
Gestione Relazioni Contesti Multiculturali	Management of Relationship in Multicultural context: a new approach	Link	NA	Educators, Teachers, Intercultural operators	E-learning	2018	NA



Strategie per tutelare le lingue di minoranza	Promotion and protection of minor languages	Link	4 hours	Italian Language teachers for migrants, social operators	Seminar	2019	Attendance declaration
Didattica dell'italiano per gruppi disomogenei Corso-laboratorio	The training provides useful tools to manage lessons and training in intercultural contexts	Link	3 hours	Italian Language teacher for migrants	Laboratory	2019	Attendance declaration
Progetto Digital Transformation per lo sviluppo sostenibile	Sustainable Development according Agenda 2030, connection between migration and Digital Transformation	Link	12 hours	Teachers and Educators	Face to face	2019	NA
Interculturalità a scuola	Didactic planning in intercultural contexts	Link	4 hours	Teachers of High Schools	Webinar	2018	Attendance certificate
INTERCULTURA accoglienza, inclusione, educazione	The training provides useful tools to manage lessons and training in intercultural contexts	Link	16 hours	Teachers of High Schools	Face to face	2018-2019	Attendance certificate



e didattica interculturale							
A scuola di Intercultura	Teaching in multicultural contexts; inclusion at school.	Link	30 hours	Teachers of High Schools	E-learning	2018	Final Certification
Internazionalizzare l'offerta formativa: le ragioni di una scelta	The training provides useful tools plan lessons in international and multicultural contexts.	Link	4 hours	Teachers of High Schools	Seminar	2019	Attendance certificate

EXISTING TRAINING PROGRAMMES FOR EDUCATORS ON INTERCULTURAL AIMING IN GREECE							
Title	Description	Link (E-learning or Provider)	Duration	Target Group	Mode of Delivery	Period of validity/availability	Certificate issued



<p>"Intercultural Education: Theoretical and Experiential Approaches"</p>	<p>The programme aims to educate and raise awareness concerning issues of intercultural education, cultural diversity and integration of refugees in education</p>	<p>https://elearn.elke.uoa.gr/show_programmes.php?catID=all&prID736&gclid=Cj0KCQiA7IDiBRCLARIsABIPohjUfZOUjgylWS8GAqQ7zmBrPDIfMHBnXGM_E5Orl-qAE3wzaUPADMaAgCGEALw_wcB</p>	<p>7 months/ 410 hours</p>	<p>Teachers/Educators of every level of education (private or public sector), teaching and academic staff, Education students and graduates, freelancers and anyone interested in Intercultural Education and in social diversity in education, sociologists and social workers, professionals and operators working with refugees/ migrants, parents etc.</p>	<p>E-learning</p>	<p>Lessons start on February 28th</p>	<p>YES</p>
<p>"Teacher training on Intercultural Education"</p>	<p>The programme aims to educate and raise awareness concerning issues of intercultural education, cultural diversity and integration of refugees in education</p>	<p>https://elearn.elke.uoa.gr/show_programmes.php?catID=all&prID=736&gclid=Cj0KCQiA7IDiBRCLARIsABIPohjUfZOUjgylWS8GAqQ7zmBrPDIfMHBnXGM_E5Orl-</p>	<p>1 academic year/ 500 hours</p>	<p>Teachers/Educators of every level of education (private or public sector), teaching and academic staff, Education students and graduates, freelancers and anyone interested in Intercultural Education and in social diversity in education, sociologists and social</p>	<p>Blended learning (E-learning and Face to face)</p>	<p>The training programme is available in many cities of Greece: Athens, Veria - Central Macedonia, Alexandroupolis, Drama, Ioannina, Kalamata, Trikala, Lamia, Larisa, Heraklion, Agrinio</p>	<p>YES</p>



		qAE3wzaUPADMaAgCGEALw_wcB		workers, professionals and operators working with refugees/ migrants, parents etc.		kai Livadia. Lessons started in 2018	
"Training Programme on Intercultural Education and Teaching Greek as a Second or Foreign Language."	The programme aims to enrich the knowledge of the participants regarding intercultural education issues and educational diversity in formal and informal forms of education. Also, the programme focuses on teaching Greek language as a Second or Foreign Language.	http://kedivim.upatras.gr/courses/educators-refugees-training/	40 weeks/ 450 hours	Teachers/Educators in Preschool, Primary and Secondary Education, Education students, graduates and freelancers etc.	E-learning	Lessons started: October 2018	Yes
"Intercultural Education & Support of Refugees - Immigrants"	The programme aims to provide anyone interested, with the knowledge and skills needed in a future workplace (in	https://e-employ.gr/en/lifelong-learning/e-learning/seminars/item/1033-diapolitismiki-elearning	4 months / 400 hours	Teachers/Educators in Preschool, Primary and Secondary Education, Education and Lifelong Learning staff, Psychologists,	E-learning	The certified e-learning programmes are available 4 times per year (January,	Yes



	organizations, institutions etc.) dealing with refugees / migrants, their education, integration and support etc.			Professionals working with refugees / migrants, Education students and graduates, etc.		April, July and October).	
"Intercultural Education & Support of Refugees - Immigrants"	The programme aims to provide anyone interested, with the knowledge and skills needed in a future workplace (in organizations, institutions etc.) dealing with refugees / migrants, their education, integration and support etc.	https://e-employ.gr/en/lifelong-learning/e-learning/e-learning-seminars/item/1033-diapolitismiki-elearning	4 months / 400 hours	Teachers/Educators in Preschool, Primary and Secondary Education, Education and Lifelong Learning staff, Psychologists, Professionals working with refugees / migrants, Education students and graduates, etc.	E-learning	The certified e-learning programmes are available 4 times per year (January, April, July and October).	Yes
"Intercultural Education"	The training aims to further educate the participants concerning intercultural education and to	http://www.diaviou-teiste.gr/index.php/2017-07-25-18-47-19/diapotismiki-ekpaidefsi	1 academic year/ 450 hours	Teachers/Educators of every level of education (private or public sector), teaching and academic staff, Education students and graduates,	E-learning	Lessons started: November 2018	Yes



	support socially vulnerable groups in the education system, especially refugees / migrants and groups from different backgrounds (different culture, language etc.)			freelancers and anyone interested in Intercultural Education and in social diversity in education, professionals and operators working with refugees / migrants, etc.			
"Intercultural Education, Refugee Structures and Teaching of Greek as a second or foreign language"	The seminar aims to equip trainees with the necessary skills to be able to adequately meet the demands of modern needs in a refugee host country and immigrants. For this purpose it is necessary to in-depth understanding of the phenomenon of migration, the emergence of complexity, of its causes and if possible	http://ipode.gr/seminars/diapolitismiki/	1 academic semester/ 200 hours - 8 months/ 300 hours and 1 academic year/ 400 hours	Teachers/Educators of every level of education (private or public sector), teaching and academic staff, education students and graduates, freelancers and anyone interested in Intercultural Education and social diversity in education, etc.	Asynchronous online education	Start of courses: 11 February 2019	Yes



	combat its effects through a systematic knowledge of the subject, both through theoretical study and through research activities.						
"Training in Intercultural Education"	The training programme aims to enrich the knowledge, the professional skills and the competences of the participants who are teaching Greek as a second / foreign language	https://ianap.gr/seminars/seminars-categories/pedagogy/paidagogika-via-asyxronou-elearning/epimorfosi-diapolitismikis-ekpaideusis/	400 hours/ 3 months	Teachers/Educators in every level of education (private or public sector), teaching and academic staff, Education students and graduates, freelancers and anyone interested in intercultural education, professionals and operators working for the reception and integration of refugees, sociologists and social workers, interpreters, lawyers etc.	E-learning	n/a	Yes
"Training Programme in Intercultural	The training aims to enrich the knowledge of the participants	https://www.diavalkani.gr/programmata/epimorfosi-sti-	250 hours / 2 months	Teachers/Educators in every level of education (private or public sector), teaching and academic	E-learning	n/a	Yes



Education / Mediation."	regarding intercultural education issues and focuses on teaching methods and on teaching Greek language to foreign students.	diapolitismiki-ekpaidefsi-diamesolavisi		staff, Education students and graduates, freelancers and anyone interested in intercultural education, professionals and operators working for the reception and integration of refugees, sociologists and social workers, interpreters, lawyers, etc.			
"Intercultural Education"	The training aims to enrich the knowledge of the participants regarding intercultural education issues and focuses on teaching Greek language as a Second or Foreign Language.	https://www.easy-education.gr/%CE%BC%CE%BF%CF%81%CE%B9%CE%BF%CE%B4%CE%BF%CF%84%CE%BF%CF%8D%CE%BC%CE%B5%CE%BD%CE%B1-%CF%83%CE%B5%CE%BC%CE%B9%CE%BD%CE%AC%CF%81%CE%B9%CE%B1/239-56-diapolitismiki-ekpaideysh	400 hours/ 3 months	Teachers/Educators in every level of education (private or public sector), teaching and academic staff, Education students and graduates, freelancers and anyone interested in intercultural education, professionals and operators working for the reception and integration of refugees, sociologists and social workers, interpreters, lawyers, etc.	E-learning	Duration: 21/01/2019 - 19/04/2019	Yes



"Intercultural Education"	The training aims to further educate the participants concerning intercultural education and to support socially vulnerable groups in the education system, especially refugees / migrants and groups from different backgrounds (different culture, language etc.) and also, focuses on teaching Greek language as a Second or Foreign Language.	http://ekmathisis.gr/ekpaideutika-programmata/diapolitis-miki-ekpaidefsi/	400 hours/ 7 months	Teachers/Educators in Preschool, Primary and Secondary Education, Education and Lifelong Learning staff, Psychologists, Professionals working with refugees / migrants, Education students and graduates, etc.	E-learning	Duration: 9/2/2019 - 15/03/2019	Yes
"Guidelines for the work inclusion of the refugees and the asylum"	The project aims to develop innovative methodologies and tools addressed to operators of services of social and work insertion of asylum	https://reinclusion.eu/	n/a	Teachers/Educators (private or public sector), teaching and academic staff, Education students and graduates, freelancers and anyone interested in Intercultural	E-learning	Duration of the project: September 2016 - August 2019. The online courses are available:	Yes



seekers - ReInclusion"	seekers or holders of International Protection who carry out their activities in the SPRAR Centres of the Protection System for Asylum Seekers and Refugees, can operate in an effective way with the immigrants taken in charge.			Education, sociologists and social workers, Psychologists, professionals and operators working with refugees/ migrants, parents etc.		https://reinclusion.eu/	
"Transactional Analysis Learning for Keeling over the INtercultural Gap - TALKING"	The project address the challenges faced by the adult educators, working with migrant and refugee learners in Europe. It offers innovative training tools and methods, based on Transactional Analysis for intercultural learning.	http://www.erasmus-talking.eu/home.html	n/a	Teachers/Educators, Education and Lifelong Learning staff, Education students and graduates, Professionals and operators, anyone working with refugees / migrants, etc.	E-learning	Duration of the project: September 2016 - August 2018. The courses are available: http://talking-project.eu	No



EXISTING INTERCULTURAL TRAINING PROGRAMMES FOR EDUCATORS IN <i>UK</i>							
Title	Description	Link (E-learning or Provider)	Duration	Target Group	Mode of Delivery	Period of validity/ availability	Certificate issued
The Mentoring Project	This project seeks to train volunteers as mentors for asylum seekers and refugees; raise awareness of the issues these group faces and improve community skills, capacity and understanding.	Borderlands https://www.borderlands.uk.com/drop-in-copy-1		Volunteers	Face to face	Ongoing. New dates to be announced on website.	n/a
Living and Working in the UK	Living & Working in the UK courses are designed to respond to the needs of international assignees by providing	Communicaid https://www.communicaid.com/cross-cultural-	One or two day course	Foreign nationals coming to live and work in the	Face to face	Courses are available seven	n/a



	practical information and advice on the various aspects of living and working in the UK, as well as conveying an understanding of the underlying elements that shape British culture inside and outside the workplace.	training/living-and-working-in-the-uk/		United Kingdom, etc.		days a week, 365 days a year	
Intercultural Communication and Education	The course develops critical understanding of education and intercultural communication in the context of global movements of people and the internationalisation of education. The course provides students, educators, and policymakers with resources for reflecting on and responding to the growing need for intercultural education and communication in an increasingly intercultural/international world.	Durham University https://www.dur.ac.uk/courses/info/?id=13567&title=Intercultural+Communication+and+Education&code=X3K807&type=MA&year=2019#coursecontent	1 year (full-time) or 2 years (part-time)	Students, educators and policymakers.	Face to face	This course follows the academic timetable.	Master of arts
Migrants and Refugees in Education: a toolkit for teachers	Course aims to help teachers better understand young migrant or refugee learners in their classrooms. Although the course seems to be aimed at children's education it is noted that it will be useful for anyone working with	Future Learn (part of the Open University, supported by the British Council) https://www.futurelearn.com/courses/migrants-	4 weeks (around 3 hours per week).	The programme is for 'anyone working with migrants and refugees in an educational context.'	Online	<i>Next course date:</i> 1 April	Certificate of Achievement (only awarded if 'upgrade' price of 32 GBP is paid)



	refugees and migrants in an educational context.	and-refugees-in-education					
Learning Enhancement and Development Skills (LEADS)	The course is designed to contribute to the first stage of an academic career. The Programme is accredited by the (UK) Higher Education Academy. Includes module on intercultural communication in teaching.	Heriot-Watt University https://www.hw.ac.uk/services/is/learning-teaching/leads.htm	10 sessions (each ranging between 2 and 3 hours)	Research students who have teaching requirements at Heriot-Watt University.	Face to face	The course is available once every academic semester (starting either in September or January)	Certificate of Completion awarded by HWU and the Higher Education Academy.
Intercultural Training	Course on intercultural training which includes working across different cultures, cross cultural skills and intercultural awareness.	King's College London https://www.kcl.ac.uk/modern-language-centre/courses/training.aspx	<i>Email sent to ask for more details.</i>	<i>Email sent to ask for more details.</i>	Face to face	<i>Email sent to ask for more details.</i>	<i>Email sent to ask for more details.</i>
Facilitating International Meetings	This course is for anyone who wants to discover solutions to the challenges and frustrations of facilitating international meetings and learn how to communicate with multicultural audiences. The participants will develop their understanding of cross-cultural perspectives and learn practical techniques to help them get the most out of their international meetings.	London School of International Communication https://www.london-school.com/lpic/courses/communication/meeting-facilitation-training/	1 day	Anyone who organises, leads or participates in international meetings or training events – whether face-to-face or on-line, etc.	Face to face	n/a	n/a

Developing a Global Mindset	This course is for those who want to become more effective in their regional or global role. they will learn what it means to have a global mindset, develop the cross-cultural skills, knowledge and perspectives required to succeed in the international workplace. They will become more aware of their own strengths and take away a personal action plan.	London School of International Communication https://www.londonschool.com/lpic/courses/inter-cultural-skills/developing-a-global-mindset/	1 day	This course is for global talent, cross-border merger and acquisition teams, international assignees and leaders driving global strategy, etc.	Face to face	n/a	n/a
International Customer Service Skills	This course will help the participants and their teams to understand cross-cultural expectations of good customer service and to put themselves in their customers' shoes – anywhere in the world. The participants will learn techniques for adapting their communication style, building rapport and handling complaints so that they can provide exceptional customer service that meets the needs of their international customers.	London School of International Communication https://www.londonschool.com/lpic/courses/inter-cultural-skills/international-customer-service-skills/	1 day	Anyone who liaises with international customers/clients , sales staff, call centre teams, back office support staff, etc.	Face to face	n/a	n/a
Repatriation Training	Adjusting to coming home after an overseas assignment can be just as	London School of International	3 hours	International assignees	Face to face	n/a	n/a



	challenging as relocating abroad and research suggests that many expatriates leave their company within two years of repatriation. The right training and support can help 'repatriates' to adjust to their home environment, rebuild their networks and implement the knowledge and skills they have gained overseas.	Communication https://www.londonschool.com/lsc/courses/inter-cultural-skills/repatriation-training/		returning to their home country after working overseas, etc.			
Cross-Cultural Team Building	The participants will be able to bring their team together to strengthen relationships, agree best practice communication and explore how to work effectively together. They will learn how to recognise and respond to culturally different perceptions, expectations and preferences and practical protocols and processes for working in a diverse team.	London School of International Communication https://www.londonschool.com/lsc/courses/inter-cultural-skills/cross-cultural-team-building/	1 day	To any global, cross-functional or multicultural team, co-located or virtual, etc.	Face to face	n/a	n/a
Developing Intercultural Competence	The participants of this course will be able to build stronger relationships with clients and partners from other cultures. They will learn about their own values and biases and how to adapt and respond to different cross-	London School of International Communication https://www.londonschool.com/lsc/courses/inter-cultural-skills/developing-	2 days	Anyone working in a multicultural environment either at home or away, anyone working with	Face to face	Course dates 2019: 25 - 26 February 4 - 5 November	n/a



	cultural perspectives. They will develop a practical toolkit to help them maximise their international relationships and work more effectively across cultures.	intercultural-competence/		international customers or suppliers or travel overseas on business, etc.			
International Negotiations Skills	The participants will become more confident negotiators and ensure their negotiations are successful. They will develop their own negotiation style, learn how to interpret the cultural nuances affecting negotiations and practise tried and tested negotiation skills and tactics.	London School of International Communication https://www.londonschool.com/lsc/courses/communication/negotiation-skills-training/	1 day	Anyone involved in formal or informal international negotiations including international sales or business development teams, global supply chain managers or cross-border M&A teams, etc.	Face to face	Course Dates 2019: 12 February 15 October	n/a
Working Across Cultures	The course aims to develop the intercultural skills of the participants in order to help them build stronger relationships and communicate effectively with international contacts. The participants will learn to interpret cross-cultural expectations and	London School of International Communication https://www.londonschool.com/lsc/courses/intercultural-skills/working-across-cultures/	3 hours	Anyone working in a multicultural environment either at home or away, anyone working with international	Face to face	<i>Next course dates:</i> 26 March; 9 May; 17 September; 25 November	n/a



	perspectives and to adapt to diverse communication styles and work preferences.			customers or suppliers or travel overseas on business, etc.			
Developing Intercultural Training Skills	The course is designed for experienced trainers from fields such as business language training, communication skills training and management training, who wish to learn more about the theory and practice of intercultural training, both to integrate intercultural topics into their current training and also to design and deliver their own intercultural courses.	LTS Training and Consulting http://www.lts-training.com/Developing%20intercultural%20training%20skills%202019.pdf	5 days (30 hours)	Experienced trainers from fields such as business language training, communication skills training and management training.	Face to face	<i>Next course dates:</i> 21-25 January; 25-29 March; 10-14 June; September date TBC	n/a
Cross-Cultural Communication and Education	The course provides theoretical, research and practical training in areas of international and intercultural communication and their application to education.	Newcastle University https://www.ncl.ac.uk/postgraduate/courses/degrees/cross-cultural-education-ma/#profile	1 year (full-time) or 2 years (part-time)	Students, educators and policymakers.	Face to face	This course follows the academic timetable.	Master of arts
Intercultural Training Course	This course is designed to help teachers or administrative staff in an educational institution to develop their understanding of the meaning, value and significance of cultural	Norwich Study Centre (Flying Classrooms)	1 week (22.5 hours)	Current teachers and administrative staff in an	Face to face	<i>Next course dates:</i> 11–15 February;	Certificate of attendance



	diversity in relation to their professional practice.	https://www.flyingclassrooms.co.uk/intercultural-training-course/		educational institution.		22–26th April; 17–21 June; 19–23 August; 07–11 October	
Managing Mental Distress & Promoting Well-being for Separated Children	This training will support frontline professionals to gain skills and knowledge in the management of mental health issues in unaccompanied child and adolescent refugees, and asylum seekers. It will focus on the Refugee Experience and look at presentations of trauma, mental health symptoms, and suicidality within a psychosocial context. It will identify ways of working to support and promote well-being across language and cultural barriers.	Refugee Council https://www.refugeecouncil.org.uk/training_conferences/training/training_for_refugees_community_organisations/5080_managing_mental_distress_promoting_well-being_for_separated_children		Social workers, foster carers, mental health professionals and others working with or having an interest in the well-being of separated child and adolescent refugees or asylum seekers, etc.		n/a	n/a

Introduction to Working with Separated Children	Many separated refugee children may have been trafficked or had traumatic experiences en route to the UK or in their home countries, and it's vital that practitioners are able to respond to the needs of these children. With the support of the Department for Education, the Refugee Council and ECPAT UK are offering face-to-face training for Local Authority Foster Carers and Support Workers in accommodation placements on the care of separated children seeking asylum and child victims of trafficking.	Refugee Council https://www.refugeecouncil.org.uk/training_conferences/training/training_for_refugees_community_organisations/5335_caring_for_separated_trafficked_children	one-day course	People working with refugees, with separated children, with child victims of trafficking, many practitioners, etc.	Face to face	several training days at Refugee Council and Local Authorities offices	n/a
Age Assessments of Separated Children and Young People	The course aims to help participants to understand the legal framework within which age assessments are conducted. Delegates will look at both legal requirements and best practice guidance and discuss a range of factors, including cultural differences, which can affect the age assessment process.	Refugee Council https://www.refugeecouncil.org.uk/training_conferences/training/current_training_courses/5470_age_assessments_of_separated_children_and_young_people	one-day course	People working directly with refugees, practitioners, etc.	Face to face	n/a	n/a
Being a Better Trainer	This skills-based course will analyse different learning styles theory, training aids and resources, delivery	Scottish Refugee Council http://www.scottishrefugeecouncil.org.uk/what_w	one-day course	Operators working at all levels with	Face to face	<i>Next course dates:</i>	n/a



	methods and styles, and a range of tools and techniques.	e do/training/being a better trainer		migrants, in particular those working with refugees and asylum seekers.		17 April; 12 September	
New Scots: Refugees and the Asylum Process	Drawing on the experiences of people seeking asylum and people who have come through the UK Asylum Process, this course examines why people might need to flee their own country, how they seek asylum in the UK, and what opportunities exist for rebuilding their lives here in Scotland.	Scottish Refugee Council http://www.scottishrefugeecouncil.org.uk/what_w_e_do/training/new_scots_working_with_asylum_seekers_and_refugees	one-day course	Operators working at all levels with migrants, in particular those working with refugees and asylum seekers.	Face to face	<i>Next course dates:</i> 28 February; 15 May; 18 September; 31 October	n/a
New Scots: Refugees and VPRS Resettlement	The course will examine the issues facing refugees as they move from countries around Syria to the UK, and highlight the challenges and opportunities they face as they build new lives in Scotland.	Scottish Refugee Council http://www.scottishrefugeecouncil.org.uk/what_w_e_do/training/integration_and_working_with_syrian_families	one-day course	Operators working at all levels with migrants, in particular those working with refugees and asylum seekers.	Face to face	<i>Next course dates:</i> 23 May; 2 October; 21 November	n/a
Working with Unaccompanied Refugee Children	The duties and obligations on service providers are varied and challenging, demanding an understanding of the levels of emotional maturity and independence of each child, and a	Scottish Refugee Council http://www.scottishrefugeecouncil.org.uk/what_w_e_do/training/unaccompanied_refugee_children	one-day course	Operators working at all levels with migrants, in particular those	Face to face	<i>Next course dates:</i> 14 February; 01 May; 26	n/a



	complex understanding of the legal and social pressures that they are under. This course identifies separated children to better understand where they are – and how you can help them - in their journey.	e_do/training/separated children		working with refugees and asylum seekers.		September; 6 November	
TESOL and Intercultural Communication Msc	This course addresses questions about the learning, teaching and use of English by speakers of other languages from an intercultural communication perspective. It draws on the expertise of educationalists, linguists, and literature/culture scholars.	The University of Strathclyde https://www.strath.ac.uk/courses/postgraduate/tesolinterculturalcommunication/	1 year (full-time) or 2 years (part-time)	Students intending to pursue a career in TESOL and to those who currently work in this field.	Face to face	This course follows the academic timetable.	Master of science
Teaching Intercultural and Communication Skills 1: Developing Intercultural and Communication Skills	This course will provide a solid introduction to the teaching of intercultural skills. The course combines established theoretical approaches to culture with new insights into intercultural communication, and places a strong emphasis on developing practical skills for the classroom.	York Associates https://york-associates.co.uk/course/teaching-intercultural-and-communication-skills-1-developing-intercultural-and-communication-skills/	5 days	Teaching professionals, trainers, administrative staff and leaders working in the educational sector	Face to face	<i>Next course dates:</i> 25 Feb – 01 March; 11–15 March; 15–19 April; 17–21 June; 22–26 July; 19–23 August	Certificate of attendance
Teaching Intercultural Communication Skills 2: Designing	On this course, the key models of culture and cultural theory will be discussed in further detail. Participants will design and create a	York Associates https://york-associates.co.uk/course/teaching-intercultural-and-communication-skills-2-designing-intercultural-communication-skills/	5 days	Teaching professionals, trainers, administrative	Face to face	<i>Next course dates:</i> 04–08 March;	Certificate of attendance



Intercultural Programmes	comprehensive intercultural skills training programme and plan its implementation in their own teaching context. They will be coached by their trainer and supported by other participants.	eaching-intercultural-communication-skills-2-designing-intercultural-programmes/		staff and leaders working in the educational sector		18–22 March; 22–26 April; 24–28 June; 29 July–02 Aug; 26–30 August	
Teaching Refugees and Migrant Groups	This highly interactive teacher training course provides a solid introduction to the challenge of teaching refugee and migrant groups in the elementary and secondary school sectors. Participants will analyse school culture, issues, objectives, and change management.	York Associates https://york-associates.co.uk/course/teaching-refugees-and-migrants/	5 days	Teaching professionals, trainers, administrative staff and leaders working in the educational sector	Face to face	<i>Next course dates:</i> 17–21 June; 22–26 July; 19–23 August	Certificate of attendance
Teaching English Culture	This highly interactive teacher training course provides the opportunity to look at the role of the native versus the non native speaker of English and the chance to explore the reasons behind teaching the English that we teach.	York Associates https://york-associates.co.uk/course/teaching-english-culture/	5 days	Teaching professionals, trainers, administrative staff and leaders working in the educational sector	Face to face	<i>Next course dates:</i> 24–28 June; 08–12 July; 26–30 August; 07–11 October; 21–25 October	Certificate of attendance



EXISTING INTERCULTURAL TRAINING PROGRAMMES FOR EDUCATORS IN <i>FINLAND</i>							
Title	Description	Link (E-learning or Provider)	Duration	Target Group	Mode of Delivery	Period of validity/availability	Certificate issued
Kulttuurienvälinen viestintä (Intercultural communication)	Continuation course in Intercultural communication in order for the participant to be able to work in a multicultural environment without conflicts.	Saimaa University of Applied Sciences https://www.saimia.fi/fi-FI/koulutustarjonta/taydenyskoulutus/86-viestinta/678-kulttuurien-valinen-viestinta	9 h	Educators	Contact course	Organised according to demand	Certificate of completion
Kulttuurienvälinen viestintä (Intercultural communication)	The University of Jyväskylä is a pioneer in Finland in teaching and research of international communication. The Department of Languages and Communication (Kieli- ja viestintätieteiden laitos) has provided English-language	University of Jyväskylä https://www.jyu.fi/hytk/fi/laitokset/kivi/opiskelu/oppiaineet/kvv	25 credits	Educators, experts in intercultural communication	Contact courses, book exams, blended learning	Organised regularly each semester	Yes



	intercultural communication Master's studies since 1997 and Doctoral studies since 2002. The subject of Intercultural Communication coordinates an English-language Intercultural Communication - study module (25 credits). There is also an English language Master's Program: Language, Globalization and Intercultural Communication.						
Kieli, vuorovaikutus ja kulttuurienvälinen viestintä (Language, Interaction and Intercultural Communication)	A course on language, interaction and intercultural communication that can be included in different study modules	University of Tampere https://www10.uta.fi/opas/opintoKokonaisuus.htm?rid=15427&uiLang=fi&lang=fi&lvv=2018	0-10 credits	Educators, experts in intercultural communication	Contact course	Organised regularly each semester	Yes
Monikulttuurisuuden ja monikielisyyden opintokokonaisuus (Study module in Multiculturality and multilingualism)	Multiculturality studies are suitable for all those interested in issues of multiculturalism, migration and racism, as well as research related to these topics. In addition, the study module provides tools for those who work with migrants and refugees, for example in the areas of teaching, social work, health care,	University of Tampere / University of Tampere Open University https://www10.uta.fi/opas/opetusohjelma/opetusohjelma.htm?lvv=2016&ops=145&ots=MMO&kieli=fi	25 credits	For those who work with migrants and refugees, e.g. in areas of teaching, social work, health care, psychology,	Blended learning	Organised regularly	Yes



	psychology, administration or law or in multicultural work environments.			administration or law or in multicultural work environments			
Monikulttuurinen opettajuus (Multicultural Teacher's Profession)	Multicultural Teacher's Profession – Professional skills and tools for teaching course is directed for teachers and tutors of multicultural groups. The training has two main content: professional growth into a multicultural teacher and functional and physical methods in teaching.	Metropolia University of Applied Sciences https://www.metropolia.fi/koulutukset/opetustoi mi/monikulttuurinen-opettajuus/	8 credits	For teachers and tutors of multicultural groups	Blended learning – contact groups and self-study	Organised regularly each semester	-
Avoin yo: Kulttuurienvälinen viestintä, monimuoto-opinnot (Open university: Intercultural communication, multi modal studies)	The course is a part of studies for Finnish as a second language teachers. Multiculturality, the Finnish culture and their relation to linguistic identity are topics of this course.	University of Eastern Finland – Itä-Suomen yliopisto, Open University, Joensuu https://opintopolku.fi/app/#!/koulutus/1.2.246.562.17.79731243469	6 op	For Finnish as second language teachers and trainers	Blended learning	Organised regularly	-
Monikulttuurisuus, maahanmuutto ja kotiutuminen	A training programme consisting of several different courses aimed at	University of Turku, Brahea Centre	10-60 credits	For educators and those	Blended learning	Organised regularly	Yes



(Multiculturality, immigration and integration)	<p>improving the competences of migrant educators. Focus is on:</p> <ul style="list-style-type: none"> - Continuation education for workers receiving and integrating migrants - Increasing cultural competence - Culturally aware work practices in migrant work - Coaching and continuation education for teachers from migrant background - Training and counselling service for migrants - Diverse Finnish language education 	<p>https://www.utu.fi/fi/yksikot/braheadevelopment/koulutus/taydennyskoulutus/koulutusmonikulttuurisuus-maahanmuutto-jakotoutuminen/Sivut/home.aspx</p>		working with migrants			
Kotouttamistyön koulutukset kunnille (Training courses for integration work for municipalities)	<p>Continuation training in immigration and integration work for public sector local level workers. Brahea Centre implements an extensive training packages about integration and integration for actors in the public sphere. The training is implemented in three phases.</p>	<p>University of Turku, Brahea Centre</p> <p>https://www.utu.fi/fi/yksikot/braheadevelopment/koulutus/taydennyskoulutus/koulutusmonikulttuurisuus-maahanmuutto-ja-</p>	-	For educators and those working with migrants	Blended learning	Organised regularly	Yes

	<p>Kotona Suomessa (Home in Finland) training for educators for project coordinators together with the Ministry of Employment migration unit personnel in 2016.</p> <p>Planning and implementing training courses with Kotona Suomessa project coordinators during spring 2016.</p>	<p>kotoutuminen/Sivut/kotouttamistyon-koulutukset-kunnille.aspx</p>					
<p>Kulttuuritietoiset työkäytännöt maahanmuuttajat yössä (Culturally aware work practices in migrant work)</p>	<p>Culturally aware work practices in migrant work is a module for those working as officials in migrant work. This continuation training programme is delivered in the format of apprenticeship. The training groups run in Turku, Helsinki, Joensuu and Oulu. The training can be done while working.</p>	<p>University of Turku, Brahea Centre</p> <p>https://www.utu.fi/fi/yksikot/braheadevelopment/koulutus/taydennyskoulutus/sosiaali-ja-terveysala/kulttuuritietoiset-tyokaytannot-maahanmuuttajatyossa/Sivut/home.aspx</p>	<p>30 credits</p>	<p>Apprenticeship-type continuation education is intended as a post-graduate form of training for professionals. The training is meant, for example, for teaching, social, health and safety professionals.</p>	<p>Blended learning</p>	<p>Organised regularly</p>	<p>Yes</p>



<p>Koulutusta turvapaikanhakijoiden kanssa työskenteleville (Training for personnel working with asylum seekers/refugees)</p>	<p>Receiving asylum seekers/refugees requires new information and skill. The Brahea Centre provides training for those working with emergency reception and accommodation of refugees. The training can be tailored according to the requests of the customer. Personnel training is available for all areas of refugee work and also in Swedish and English.</p>	<p>University of Turku, Brahea Centre https://www.utu.fi/fi/yksikot/braheadevelopment/koulutus/taydennyskoulutus/koulutus-monikulttuurisuus-maahanmuutto-jakotoutuminen/Koulutusta%20turvapaikanhakijoiden%20kanssa%20tyoskenteleville/Sivut/home.aspx</p>	<p>1-2 days</p>	<p>Personnel working with asylum seekers/refugees</p>	<p>Contact course</p>	<p>Organised according to demand</p>	<p>Yes</p>
<p>Kotoutumiskoulutusten ohjaavien opettajien osaamisen kehittäminen</p>	<p>The aim is to strengthen the teachers' expertise in guiding migrants, as well as creating networks for professional development. Content will include:</p> <ul style="list-style-type: none"> - Forms of working life and education, service and education paths - Identification of competence and validation of degrees - Teaching working life and social information 	<p>University of Turku, Brahea Centre https://www.utu.fi/fi/yksikot/braheadevelopment/koulutus/taydennyskoulutus/koulutus-monikulttuurisuus-maahanmuutto-jakotoutuminen/Sivut/kotoutumiskoulutusten-ohjaavien-opettajien-osaamisen-kehittaminen-10op.aspx</p>	<p>10 credits</p>	<p>The training is meant for teachers running integration training but is suitable also for others working with migrants</p>	<p>6 seminar or workshop days, learning and development assignments, and other online work on the</p>	<p>Courses organised each semester (September-April)</p>	<p>Yes</p>



	<ul style="list-style-type: none"> - Cultural methods and adult pedagogy - Integration process, learning disabilities, impact of trauma - Learning Finnish language 				Moodle platform.		
MONIerko - Monikulttuurisuuden asiantuntijan erikoistumiskoulutus (Specialist Training in Multicultural Expertise)	Specialist Training in Multicultural Expertise provides the opportunity to deepen and extend your skills in international mobility, migration and migration management, integration, multiculturalism and multilingualism. The emphasis is on deepening knowledge and skills required in working in multicultural environments, planning services regarding integration and employment, multicultural communication and management and development of multicultural work communities.	University of Turku / Diak University of Applied Sciences https://www.utu.fi/fi/sivustot/monierko/Sivut/home.aspx	40 credits	Educators, Multicultural experts	Contact course	Organised regularly	Yes
MOTY – Monikulttuurisuus työyhteisöissä (Multiculturalism in Work Communities)	Multicultural work community project has developed a three-tier education model for the whole work community, having trained nearly 800 multicultural experts in different fields and professions from health professionals to teachers.	MOTY project http://estudio.edupoli.fi/moty/index.asp?bid=111&book=MoTy&id=715&kat=Etusivu	-	Multicultural experts in different fields	Contact course, group work, EU-funded trainings	Organised regularly	Yes



	The trainings take place mostly in small groups that enable sharing the participants' experiences and good practices in work communities. Also corporate orientation methods and multicultural strategies have been developed.				aimed at experts		
Kotoutumisvalmentajan koulutus (Training for integration trainers)	The continuation education is intended for guidance, counselling and teaching personnel working with migrants and refugees, to support culturally sensitive interaction. The educators deepen their skills in guidance and recognising the needs of their customers. The education is implemented as blended studies partly integrated into the guidance studies of the University of Jyväskylä. It is possible to conduct the training while working.	University of Jyväskylä, Department of Teacher Education https://www.jyu.fi/edusy/fi/laitokset/okl/opiskelu/ohjausala/opiskelu/koutsi/sisalto	36 credits, one semester	For guidance, counselling and teaching personnel working with migrants and refugees	Blended education	Organised regularly	Yes
Kulttuurisesti vastuullinen opettajuus (Culturally responsible teachers' profession)	Culture and cultural practices, identity in a multicultural environment, power and privileges, cultural competence	University of Turku https://opas.peppi.utu.fi/opintojakso/LUOT3773/2548	3 credits	For teacher trainees	Contact course	Organised regularly	-

KULTTUURIENVÄL INEN VIESTINTÄ Intercultural Studies	The Faculty of Arts Intercultural Communication and Cultural Studies module is suitable for those interested in international issues and cultures	University of Vaasa, Faculty of Humanities https://www.univaasa.fi/for/student/materials/handbooks/languages_and_communication/handbook_2007/kultvalviestint.pdf	25 credits	All students	Contact course	Organised regularly	Yes
Kieli ja kulttuurienvälinen viestintätaito (Language and Intercultural Communication Skills)	A course in language and intercultural communication skills	Open University, Helsinki https://courses.helsinki.fi/ay616901617/122815997	5 credits	All students	Contact course	Organised regularly	-
Monikulttuurisuus kasvatuksen perusopinnot (Basic studies for multicultural education)	Understanding the importance of language in intercultural communication and interaction and the significance of intercultural competence in different intercultural contexts. Intercultural abilities in school/society.	Open University, Helsinki https://courses.helsinki.fi/avoin-yliopisto/opinnot/monikulttuurisuuskasvatus#course-number-AY616901617	25 credits	For teacher trainees	Contact course	Organised regularly	Yes
The Intercultural Teacher Education (ITE)	The Intercultural Teacher Education (ITE) programme responds to the challenges posed by multiculturalism and	University of Oulu, https://www oulu.fi/edu	Degree program me	For teacher trainees	Blended learning	Organised regularly	Yes



	globalisation to the teaching profession. ITE offers a professional teaching qualification, but contains some distinctive features.	/intercultural teacher education	(Bachelor's and Masters)				
Multicultural Study Programme in Education	The Multicultural study programme is open to degree and exchange students of the Faculty of Education, University of Jyväskylä.	https://www.jyu.fi/edusy/fi/opiskelu/multicultural	25 ECTS credits	All degree and exchange students	Blended learning	Organised regularly	Yes
Moninaistuva työympäristö ja kulttuurienvälinen viestintä	The course is a part of the Restonomi MA degree (Master of Hospitality Management)	Kajaanin ammattikorkeakoulu https://www.kamk.fi/loader.aspx?id=d1a23a9c-c676-4c67-9557-bf1562686a0c	5 credits	For Hospitality Management students	Contact course	Organised regularly	-
Opettajan kulttuurienvälinen osaaminen – koulutus Teachers' intercultural competence training	Continuation course for teachers to improve their knowledge of Europe and help find and use European study material. Part of European Commission program	University of Oulu, Part of a European Commission programme http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/23495_Esite_Opettajan_kulttuurienvalainen_osaaminen.pdf	2 day seminar	For comprehensive school and high school teachers	Lectures and workshops	Organised regularly	Yes



Monikulttuurisuus voimavarana (Multiculturality as a resource)	<p>Student develops their multicultural competence. The student will identify different operating modes related to encountering people from different cultures.</p> <p>The student learns skills in intercultural interaction in order to become a multicultural expert.</p>	<p>Hämeen kesäyliopisto (Häme Summer University)</p> <p>https://www.koulutus.fi/koulutukset/hameen-kesayliopisto/monikulttuurisuus-voimavarana-851939</p>	5 days	All students	Contact course	Organised regularly	Yes
Aikuisten maahanmuuttajien luku- ja kirjoitus-aidon opettajaksi valmentava täydennyskoulutus (Continuation studies preparing as a teacher of literacy for migrants)	<p>The aim is to develop as a teacher of literacy are receive further competences and skills both for the students and employer. The training is based on the national curriculum for teaching literacy to adult migrants.</p>	<p>Helsingin aikuisopisto</p> <p>https://helao.fi/fi/opiskelu/ikopettajat/</p>	12 op	For teachers teaching literacy to adults. Teacher training degree is required	Online course	Organised regularly	Yes
Kielipolitiikka ja maahanmuuton kielikysymykset (Language policy)	<p>A course in Finnish Language studies programme on language and immigration for teachers</p>	<p>University of Jyväskylä,</p> <p>https://www.jyu.fi/ops/fi/hytk/aidinkielen-ja-kirjallisuuden-</p>	2 credits	For Finnish language teachers	Book exam	Organised regularly	-



and immigration issues)		aineenopettajan-kandidaattihjelma/unit/8622					
Cultural training and coaching	Private company CrossCulture provides courses in cultural training and communication for educators	CrossCulture, https://www.crossculture.com/our-services/training-and-coaching/	Different kinds of courses	Managers, trainers and other personnel working with migrants or intercultural environments	Different kinds of courses	Organised regularly	Yes
Intercultural Management and Cross-Cultural Communication programmes	Private Company Hofstede Insights provides Intercultural Management and Cross-cultural Communication. The programmes provide a comprehensive tool for leading across cultures, helping managers deal with numerous nationalities at once. All learning programmes are customised based on customers' specific needs.	Hofstede Insights, https://www.hofstede-insights.com/	Different kinds of courses	Managers, trainers and other personnel working with migrants or intercultural environments	Different kinds of courses	Organised regularly	Yes



Cross-Culture training	Richard Lewis Communication (RLC) is a private company providing cross-culture training programmes aimed at assisting in understanding and communicating across cultures using a variety of methods, seminars, individual lessons, distance learning.	Richard Lewis Communication (RLC), https://www.rlc.fi/	Different kinds of courses	Managers, trainers and other personnel working with migrants or intercultural environments	Different kinds of courses	Organised regularly	Yes
Suomen punaisen ristin kouluttajakoulutus (Finnish Red Cross training for trainers)	The multicultural content part of the Finnish Red Cross training for trainers is a specialisation training for volunteer trainers, focusing on working with multicultural groups.	Finnish Red Cross https://rednet.punainenristi.fi/node/6386	2 days	Volunteer trainers	Contact course	Organised regularly	Yes
Suomen punaisen ristin Ystävöiminnan kurssit (Finnish Red Cross Friendship courses)	Finnish Red Cross training for those who want to participate in the friendship programmes for migrants. They offer different courses in friendship activities.	Finnish Red Cross https://rednet.punainenristi.fi/	Approx. 1 day	Volunteer trainers	Contact course	Organised regularly	Yes



Multiculturality training	A 1-day multicultural training offered by an association working for children regarding the life of migrants, racism and similar issues.	Parasta lapsille association https://www.parastalapsille.fi/ajankohtaista/tapahtumat/monikulttuurisuus-koulutus	1 day	Training for trainers and volunteers	Contact course	Organised regularly	Yes
Monikulttuurisen työn koulutus (Training in multicultural work)	The multicultural work conducted by the church for updating, complementing and deepening your competence in multicultural work	Sakasti, organisation for the employees and actors of Finnish Lutheran Church http://sakasti.evl.fi/sakasti.nsf/sp?open&cid=Content2BA8E9	-	For trainers and workers involved in the multicultural work of the Lutheran church	-	Organised regularly	Yes





2.3 EXISTING INTEGRATION PROGRAMMES FOR MIGRANTS

The existing integration programmes for migrants existing in the partner countries are presented below.

The content of most of these programmes is regulated by the local legislation on integration. They are offered by a variety of different providers, mainly private education institutions and organisations.



EXISTING TRAINING INTEGRATION PROGRAMMES FOR MIGRANTS IN
ITALY

Title	Description	Link (Provider)	Local/National	Specific Target Group	Mode of Delivery	Period of validity/avail ability	Certificat e issued
ORIENTA	Searching for a job in Italy Guidelines in different languages.	https://www.youtube.com/channel/UCx4KY5TarbjcwXXTxbu56g	National	International Protection Seekers	Video Tutorial	No deadline	No
Percorso giuridico e Autonomia e Cittadinanza	Access to International Protection Meaning of International Protection	https://officinaintercultura.blogspot.com/2016/07/video-tutorial-richiedenti-asilo.html	National	International Protection Seekers and Refugees	Video Tutorial	No deadline	No
Silent Accademy	A project of Matera 2019 in which migrants are teachers of their skills	https://www.matera-basilicata2019.it/it/programma/temi/riflessioni-e-conessioni/1356-the-silent-academy.html	National	All foreign people and locals	Tailoring lab	19/01/2020	No
Doposcuola per Stranieri	Support to foreign students for homework	https://www.associazionetolba.org/	Local	Foreign Students	Face to face training	No deadline. It is also	No



				from all grades		open in Summer.	
Io sono	Photo gallery exposition	http://www.ilsicomoro.net/io-sono-mostra-fotografica-di-luisa-menazzi-moretti/	National				No
Compass Digital Skills	Assessment of digital skills according the job the young people, refugees as well, wish to do	https://www.compassdigitalskills.eu/ Forum https://www.compassdigitalskills.eu/forum/forums/show/5.page	National	Young people	Video tutorial	Two years	Yes
“Guida ai servizi per le donne immigrate e rifugiate”	Guidelines about local services addressed to refugee women	https://www.sprar.it/wp-content/uploads/2016/06/SPRAR_Orientamento_informazione_dei_beneficiari.pdf (pp. 2-3) Arci Bari	Local	Refugee women	Booklet	1 year	No
Legal consulting service	Information desk about legal advises.	https://www.sprar.it/wp-content/uploads/2016/06/SPRAR_Orientamento_informazione_dei_beneficiari.pdf (pp. 10-11) Town of Modena Consorzio di Solidarietà Sociale	Local	Asylum seekers and refugees	Face-to-face meeting	No deadline (started in 2008)	No



Workshop "Nuele"	Refugee women organise workshops in elementary schools in order to teach the children how to create basket out of paper or bags out of old tissues.	https://www.sprar.it/wp-content/uploads/2016/06/SPRAR_Formazione_scolastica_inserimento_lavorativo.pdf (pp. 52-55) Town of Santorso Association "Il mondo nella città Onlus"	Local	Refugee women	Face-to-face workshop	No deadline (started in 2007)	No
Workshops in public schools	In public schools there are meetings organised regularly in order to talk about migration to the students and their parents and teachers.	https://www.sprar.it/wp-content/uploads/2016/06/SPRAR_Activita_di_sensibilizzazione_comunicazione.pdf (pp. 5-7) Town of Marsala Consorzio Solidalia	Local	Students and their parents, teachers	Face-to-face meetings	No deadline (started in 2008)	No
Calcioxenia	Football training and matches with Italian and refugee players together in order to raise intercultural awareness and to promote integration.	http://www.lcfc.it/riparte-clalcioxenia/ Town of Udine	Local	Young asylum seekers and refugees	Football trainings and matches	2017 - 2018	No
Festival REST (Refugee Employment)	An event gathering different employers, companies and	https://cesie.org/migration/rest-festival-integrazione-rifugiati-lavoro/	European	Asylum seekers, refugees,	Festival	2018	No



Support and Training)	refugees who are successfully integrated into the job market	CESIE		companies and employers			
“Come.In – Approcci interattivi e creative per la scoperta di alter culture”	Workshops and activities in order to raise awareness about intercultural issues related to migrants and refugees.	http://www.comeinproject.eu/il-progetto-come-in/ CISS	European	Local artists, citizens and refugees	Artistic workshops	2017 - 2018	No
SOCI Dsg (Social Innovation & Inclusion of Sustainable Development Goals)	Training course about self-employability skills addressed to women immigrants and refugees	http://socisdg.com/en/about/ Materahub	European	Women refugees and people interested in the field of immigration	Webinar and face-to-face training	2018	No
I Get You	Desk research aiming to spread and improve the culture of welcome in Europe, creating inclusive	http://www.igetyou-jrs.org/	European	Refugees and people interested in the immigration field	Research desk	No deadline	No

	communities where everyone is valued						
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EXISTING TRAINING INTEGRATION PROGRAMMES FOR MIGRANTS IN GREECE							
Title	Description	Link (Provider)	Local/National	Specific Target Group	Mode of Delivery	Period of validity/availability	Certificate issued
Learning for Integration Project: Quality Learning and Non-Formal Education for Refugees	The aim of the educational programme “Learning for Integration”, is to provide non-formal education and homework support to refugees and migrants children, as well as their	https://www.elix.org.gr/en/large-projects-of-elix/social-actions-to-support-vulnerable-groups-and-awareness/learning-4-integration-education-elix-en ELIX (supported by UNICEF and funded by the European Commission - DG ECHO)	Local: The project is being implemented in Refugee Camps, in Education Centre of ELIX and in Primary Schools of the	Refugee and immigrant children, aged 3-17, and their parents in Attica.	face to face	October 2017 to today	N/A



and Migrant Children in Greece	parents, in order to contribute to their smooth integration into the formal education system through innovative educational methods. The project is designed to provide day-to-day coverage of the educational needs of children aged 3-17 and daily homework support for children aged 6-15.		Municipality of Athens				
ASPIRE – Activity, Sport, Play for the Inclusion of Refugees in Europe	Hellenic Republic, Ministry Of Culture And Sports/General Secretariat Of Sports - Partners from 9 European countries	http://www.aspiresport.eu/index.php/	National	Refugees / migrants, individuals with sporting background, coaches, athletes, sport	Training Module available on-line: https://www.aspiresport.eu/documents/181208_Training %	January 2017 to June 2019	Every sports organization participating in the Programme will be certified

				instructors, physical education teachers, volunteers, project leaders, decision- makers in the sports sector, policy- makers etc.	20Module.pdf		
#Tutorpool network	Greek language lessons offered to refugees, immigrants and returnees: the programme is scheduled according to the learner's and teacher's timetable – students are not being offered lessons on a	https://www.facebook.com/tutorpool/	National	Refugees, immigrants and returnees	Online	Valid	Yes

	standard timetable. With the eLearning courses, learners can schedule their lessons according their own daily program.						
Odysseas	The “Education of immigrants in the Greek language, the Greek history and the Greek culture – ODYSSEUS” programme aims at providing the language skills, as well as the social and intercultural competences required for the social inclusion of the participants and their families. The Educational Programme offers the following levels: A1 (course length -	https://www.inedivim.gr/en/programmes-actions/%E2%80%99Codysseus-education-immigrants-greek-language-greek-history-and-greek-culture	National	Adult refugees, immigrants	Onsite	Valid	Yes

	<p>125 hours), A2 (course length - 175 hours), B1 (course length - 185 hours) and B1 in which emphasis is laid on speaking skills (course length - 195 hours).</p>						
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EXISTING TRAINING INTEGRATION PROGRAMMES FOR MIGRANTS IN
UK

Title	Description	Link (Provider)	Local/ National	Specific Target Group	Mode of Delivery	Period of validity/availabili ty	Certificate issued
CHAT English Club	CHAT English club offers conversation English classes to asylum seekers and other members of the community. It is a fun learning environment for those wishing to practice their English conversational skills and allows everyone the chance to get involved. The class is open to all levels and focuses on conversation, building confidence and enjoyment.	Beacon https://beaconbradford.org/projects/chat/	Local (Bradford)	Recent migrants to the UK with little or no knowledge of English.	Face to face	Ongoing	n/a
English classes	English classes for migrants and refugees.	Borderlands https://www.borderlands.uk.com/about-1-1	Local (Bristol)	Recent migrants to the UK with little or no knowledge of English.	Face to face	Ongoing	n/a
Working with the British	This course will provide the skills and knowledge necessary to work successfully in the UK or with British colleagues and partners. The	London School of International Communication https://www.londonsci.com	Local (London)	Anyone working with the British is for expatriates living and working	Face to face	Course Dates 2019: 04 March	n/a



	participants will learn how to adapt to British working practices, build long-lasting relationships and to understand what their British contacts really think.	hool.com/l sic/courses/intercultural-skills/working-british/		in the UK or anyone working for a British parent company or collaborating with British partners or clients, etc.		13 May 14 October	
Clear Voice interpreting and translation - Migrant Help	Clear Voice offers high-quality interpreting and translation services throughout the UK and is the only social enterprise service of its kind. All of Clear Voice's profits are donated to Migrant Help to support our work combatting human trafficking and assisting migrants in need.	Migrant Help UK https://www.migrantheelpuk.org/clear-voice	National	Vulnerable migrants living in UK	Face-to-face	Always	No
Refugee resettlement - Migrant Help	The Government committed to bringing 20,000 vulnerable Syrian refugees into the UK by 2020 under the SVPR scheme. The scheme is an international collaboration between the UNHCR, Home Office, IOM, local authorities and organisations like Migrant Help. Migrant Help supports the individuals and families during the process of settling down in their new communities, learning English,	Migrant Help UK https://www.migrantheelpuk.org/refugee-resettlement	Local (service provided in East Kent)	Vulnerable migrants living in UK	Face-to-face	Always	No

	accessing healthcare, education, employment opportunities and other local services.						
Language, Employability and Integration Hub	The Language Employability and Integration Hubs are aimed to support people from diverse migrant communities who are new in the UK to not only learn English but also to reduce levels of isolation encouraging them to understand English culture, skills for life and increase chances to get employment.	Migrant Support http://www.migrantsupport.org.uk/projects/language-employability-integration-hub	Local (Manchester)	Recent migrants to the UK with little or no knowledge of English.	Face to face	Ongoing	n/a
Refugee Health Professionals - Building Bridges Program	The Building Bridges programme is an NHS funded partnership for Refugee Health Professionals living in London. Refugee Council, the lead partner, is focused on supporting refugee doctors. We assist refugee doctors to re-qualify to UK standards and secure employment appropriate to their professional qualifications.	Refugee Council https://www.refugeecouncil.org.uk/what_w_e_do/refugee_services/refugees_into_jobs/refugee_health_professionals	National	Refugee Health Professionals	Face-to-face	n/a	n/a
Intercultural training for recently	Focus on everyday practices; interpersonal communication; mental health; gender specific issues; political situation in their own countries;	Saheliya http://www.saheliya.co.uk	Local (Edinburgh)	Recently migrated women who need help setting up a	Face to face		Certificate of attendance

immigrated women	specific issues, e.g. domestic violence, FGM, forced marriage, and the legal framework here			business, learning a language, etc.			
PolicESOL Language Course - South Wales' Police and Cardiff Council	The course aims to develop English language skills and provide participants with an understanding of their respective rights and responsibilities. It also aims to build a relationship of trust with the police. The course consists of a number of training sessions, each designed specifically to provide knowledge and understanding of how to live safely in the UK and abide by the law.	South Wales' Police and Cardiff Council ESOL https://www.resettlement.eu/good-practice/policesol-language-course-south-wales-police-and-cardiff-council-esol-english-speakers and https://iiepeer.org/node/2143	Local	Refugees resettled in Cardiff	Face-to-face (ten independent two-hour sessions)	n/a	Non-Degree
Creative Arts - The Welcoming	These workshops include: <ul style="list-style-type: none"> • Creative Space • Open Book Reading Group • Singing Group 	The Welcoming http://www.thewelcoming.org/creative-arts/	Local	People new to Edinburgh	Face-to-face	according to timetable: http://www.thewelcoming.org/timetable/	No
Digital Skills for Arabic	The Digital Skills programme will help the participants to make good use of computers for everyday life in	The Welcoming	Local	Arabic speakers new to Edinburgh	Face-to-face	Saturdays, 10am – 12 noon;	n/a

Speakers - The Welcoming	Scotland. These classes are a great opportunity to develop new skills, gain confidence and enjoy the group experience	http://www.thewelcoming.org/digital-skills-for-arabic-speakers/				Sundays 11am – 1pm	
Employment and Business Guidance - The Welcoming	Employment and Business Guidance workshops aim in supporting people who are new to Edinburgh with applying for jobs. The Employability and Entrepreneurship advisor provides useful information about working and setting up a business in Edinburgh	The Welcoming http://www.thewelcoming.org/employment-and-business-guidance/?doing_wp_cron=1549367415.1376199722290039062500	Local	People new to Edinburgh	Face-to-face	Every Monday from 3-5pm, and Fridays from 2-4pm.	n/a
English Language Classes - The Welcoming	The Welcoming’s English language classes are free of charge and are taught by a team of friendly and dedicated English language teachers. All of them are qualified to teach ESOL (English as a Second or Other Language) and many have years of experience teaching English all over the world. Most of them are volunteers, freely giving their time and expertise to help people who are new to Edinburgh.	The Welcoming http://www.thewelcoming.org/english-language-classes/	Local	People new to Edinburgh	Face-to-face	Every day according to timetable: http://www.thewelcoming.org/timetable/	n/a

Friendship - The Welcoming	Some special friendship opportunities include: <ul style="list-style-type: none"> • Welcoming Lunch • One-to-one Befriending • The Wee Blether • Welcoming Women’s Cafes 	The Welcoming http://www.thewelcoming.org/friendship/	Local	Newcomers and local volunteers	Face-to-face	according to timetable: http://www.thewelcoming.org/timetable/	No
Health and Wellbeing - The Welcoming	The programme includes: <ul style="list-style-type: none"> • Cycling for Newcomers • Games Night • Gym Club • Women and Children Swimming 	The Welcoming http://www.thewelcoming.org/health-and-wellbeing/	Local	People new to Edinburgh	Face-to-face	according to timetable: http://www.thewelcoming.org/timetable/	No
Scotland for Newcomers - The Welcoming	Scotland for Newcomers takes place on There is a different topic and outing or activity every week, offering you a chance to get together, improve your English conversational skills and learn about Scotland – its people, culture, music, geography and much much more.	The Welcoming http://www.thewelcoming.org/scotland-for-newcomers-2/	Local	People new to Edinburgh	Face-to-face	Every Wednesday afternoon from 3pm to 5pm.	n/a

Sustainable Garden - The Welcoming	This is a volunteer led project that aims to create a Sustainable Garden where the participants, volunteers and staff members can come together, learn about food growing, share stories about food traditions from their original country and reconnect with nature. It also aims to promote food growing and raise awareness about the environmental impact of what food we choose to eat. The garden will use recycled material to showcase what can be done with very little resources and a bit of creativity.	The Welcoming http://www.thewelcoming.org/sustainable-garden/	Local	People new to Edinburgh, volunteers and staff members	Face-to-face	according to timetable: http://www.thewelcoming.org/timetable/	No
Welcoming a Greener Future - The Welcoming	Funded by the Scottish Government's Climate Challenge Fund, 'Welcoming a Greener Future' aims to engage newcomers to Scotland with effective action to tackle climate change.	The Welcoming http://www.thewelcoming.org/welcoming-a-greener-future-2/?doing_wp_cron=1549368740.7481150627136230468750	Local	People new to Edinburgh	Face-to-face	according to timetable: http://www.thewelcoming.org/timetable/	No

EXISTING TRAINING INTEGRATION PROGRAMMES FOR MIGRANTS IN FINLAND							
Title	Description	Link (Provider)	Local/ National	Specific Target Group	Mode of Delivery	Period of validity/ availability	Certificate issued
Aikuisten maahanmuuttajien valmentava koulutus (Preparative training for adult migrants)	Preparative training for adult migrants is training to advance the skills required for studying and working life. This line is intended for migrants permanently residing in Finland who have basic literacy skills in Finnish.	Keski-Pohjanmaan kansanopisto http://www.kpedu.fi/koulutusvarasto/!5411-aikuisten-maahanmuuttajien-valmentava-koulutus	Local	Adult migrants	Contact course	Regular course	43 credits and course certificate
Otavan opiston koulutukset maahanmuuttajille (Otava education institution's preparatory training for migrants)	The migrant trainings consist of four different lines: literacy phase, initial phase studies of adult's basic education, final phase studies of adult's basic education, and preparative studies preparing for high school level.	Otavan opisto http://www.otavanopisto.fi/ maahanmuuttajakoulutus	Local	Adult migrants	Contact course	Regular course	
International academy	Migrants who require a wide range of studies on how to settle down in Finland, as well as	International academy	Local	Adult migrants	Contact course	Regular course	

	wanting to work on understand your relationship with Finland	http://www.keo.fi/international-academy-english#overlay-context=					
Suomen kieltä ulkomaalaisille (Finnish for foreigners)	For all migrants over 16 years old who wish to improve their Finnish skills	Joutsenon opisto http://www.joutsenonopisto.fi/opintolinja/ suomen-kieli-maahanmuuttajille/	Local	Adult migrants	Contact course	Regular course	
VALMA Ammatilliseen peruskoulutukseen valmentava koulutus (VALMA preparatory training for basic vocational education)	Valma course is suitable for migrants who require Finnish language skills for basic vocational education	Suomen Diakonia Opisto https://www.sdo.fi/tietoa-koulutuksista/tutkintoa-edeltavat-koulutukset/valma-ammattilliseen-koulutukseen-valmentava-koulutus/	Local	Adult migrants	Contact course	Regular course	60 credits
Suomen kieli ja kulttuuri: koututumiskoulutus (Finnish language and culture: integration training)	The aim is to learn Finnish language for further studies or working life and to obtain information and skills for everyday living and managing affairs in Finnish society.	Lahden kansanopisto https://www.lahdenkansanopisto.fi/opisto/suomen-kieli-ja-kulttuuri/	Local	Adult migrants	Contact course	Regular course	
Maahanmuuttaja-Koulutus (Migrant training)	Migrant or integration training helps students on the way to professional education and working life as well as in integration to Finland.	Tampereen Aikuiskoulutuskeskus TAKK https://www.takk.fi/koulutukset/ammattialat/maahanmuuttajakoulutus/	Local	Adult migrants	Contact course	Regular course	

Basic education for immigrants	The aim is to complete the study modules for Finnish comprehensive education or parts of it and obtain the qualifications to move on to further studies or working life.	Eurajoen kristillinen opisto http://www.eko.fi/aikuisten-perusopetus-maahanmuuttajille	Local	Adult migrants	Contact course	Regular course	
Maahanmuuttaja-Koulutus (Migrant training)	Integration education is intended for migrants who have recently moved to Finland. The training includes Finnish language, everyday skills, information technology, knowledge of society, cultural studies and skills for studying and working life.	Hyria Education https://www.hyria.fi/koulutukset/hae_jatkuvassa_haussa/koulutustarjonta/maahanmuuttajakoulutus	Local	Adult migrants	Contact course	Regular course	
Suomen kielen ja kulttuurin koulutus maahanmuuttajille (Finnish language and culture education for migrants)	The aim of the training is to improve migrants' Finnish skills, knowledge of society and culture.	Haapaveden opisto https://peda.net/kansanopistot/haapaveden-opisto/koulutustarjontamme/skjkkm	Local	Adult migrants	Contact course	Regular course	
Suomen kielen ja kulttuurin linja (Finnish language and culture study path)	The migrant will learn to speak and conduct their affairs in Finnish and explores the Finnish culture and way of life	Itä-Karjalan kansanopisto http://www.ikko.fi/koulutus/	Local	Adult migrants	Contact course	Regular course	

Kotoutumiskoulutus (Integration training)	Integration training opens up the Finnish languages and the ways of Finnish working life, culture and society	Arffman https://www.arffman.fi/palvelumme/maahanmuuttajille/kotoutumiskoulutus/	Local	Adult migrants	Contact course or online	Regular course	
Kotoutumiskoulutus (Integration training)	In the integration training, migrants learn to speak, write and understand Finnish language so well that they can run their everyday lives in the Finnish society and they can continue to study or work.	Omnia https://www.omnia.fi/hae-oppimaan/koulutukset-maahanmuuttajille/kotoutumiskoulutus	Local	Adult migrants	Contact course or independent studying	Regular course	
Maahanmuuttajien ammatillinen koulutus (Vocational training for migrants)	The training is intended for migrants living in Finland who wish to train in the profession and learn the Finnish language	Omnia https://www.omnia.fi/hae-oppimaan/koulutukset-maahanmuuttajille/maahanmuuttajien-ammattillinen-koulutus	Local	Adult migrants	Contact course and online	Regular course	
Maahanmuuttaja- Koulutus (Migrant training)	Integration training, Finnish language training and training preparing for basic vocational education	Sataedu https://sataedu.fi/koulutukset/maahanmuuttajakoulutus_88	Local	Adult migrants	Not specified	Not specified	
Maahanmuuttaja- Koulutus	The training is language and cultural education, with primary	Salon kansalaisopisto https://peda.net/salonkansalaisopisto/	Local	Adult migrants	Contact course	Regular course	

(Migrant training)	focus on Finnish language, knowledge of society and culture	m/nimet%C3%B6n-3243					
VALMA maahanmuuttajille (VALMA preparatory training for basic vocational education)	VALMA training helps migrants explore the possibilities of vocational training and improve their study skills	Varia – Vantaan ammattiopisto https://sivistysvantaa.fi/varia/artikkelit/varia/maahanmuuttajakoulutus/valmamaahanmuuttajille.html	Local	Adult migrants	Contact course	Regular course	60 credits
Finnish language courses for immigrants	The comprehensive selection of intensive Finnish courses at Eira provides classes from beginner level A1.1 to upper intermediate B1.2	Eira High School For Adults http://www.eira.fi/fi/tule-opiskelemaan/suomen-kielen-kurssit-maahanmuuttajille/finnish-language-courses-for-immigrants/	Local	Adult migrants	Contact course	Regular course	
Comprehensive education for immigrants	The aim of the training is completing the study modules of Finnish comprehensive school	Raudaskylä Christian College https://www.rko.fi/opiskelu/apopmaahanmuuttajille	Local	Adult migrants	Contact course	Regular course	

Lukioon valmistava koulutus maahanmuuttajille (LUVA) (Studies preparing for high school for migrants)	The training is intended for adults of immigrant background aiming to start high school studies.	Eira High School for Adults	Local	Adult migrants	Contact course	Regular course	
Lukioon valmistava koulutus (LUVA) (Studies preparing for high school)	Preparative studies preparing for high school level intended for migrants who have completed comprehensive education but do not have a secondary degree.	Töölön yhteiskoulun aikuislukio https://www.tyk.fi/aikuislukio/opiskelijaksi/ lukioon-valmistava-koulutus/	Local	Adult migrants	Contact course	Regular course	
Swedish for immigrants	The course focuses on learning the Swedish language. Students will also learn about the history and culture of Finland.	Borgå folkakademi https://www.akan.fi/swedishforimmigrants/	Local	Adult migrants	Contact course	Regular course	
SuoMa3	An intensive Finnish course with a special emphasis on working life	Laajasalon opisto http://www.laajasalonopisto.fi/koulutustarjonta/suomen-kielta-ja-kulttuuria/suoma3-suomea-maahanmuuttajille/	Local	Adult migrants	Contact course	Regular course	

Maahanmuuttajien korkeakouluun valmentavat opinnot (Makova)	Aim is learning Finnish language on an academic level and enter a university or higher education institution in Finland	Alkio-opisto https://www.alkio.fi/opintolinjat/maahanmuuttajakoulutukset	Local	Adult migrants	Contact course	Regular course	
Akateemisesti Suomessa - kotoutumiskoulutus (Asuko)	For migrants who studied on university level or higher education institution and wish to access working life or a university or higher education institution in Finland	Alkio-opisto https://www.alkio.fi/opintolinjat/maahanmuuttajakoulutukset	Local	Adult migrants	Contact course	Regular course	
VALMA – Ammatilliseen peruskoulutukseen valmentava koulutus (VALMA preparatory training for basic vocational education)	Training for adults who wish to improve their skills to study for a vocational basic degree	Stadin ammatti- ja aikuisopisto https://www.hel.fi/amatillinen/fi/hau-ssa-nyt/koulutukset-maahanmuuttajille/	Local	Adult migrants	Contact course	Regular course	
Aikuisten perusopetus (Comprehensive school for adult migrants)	Comprehensive school for adult migrants, foreigners and expats who require updating their knowledge and skills in order to access second degree and other further education.	Jyväskylän kristillinen opisto https://www.jko.fi/koulutus/aikuistenperusopetus/	Local	Adult migrants	Contact course	Regular course	

Aikuisten perusopetus (Comprehensive school for adult migrants).	Comprehensive school for adult migrants, who do not have a school diploma or have to update their elementary school degree.	Pohjois-Savon opisto https://www.psko.fi/hakijalle/aikuisten-perusopetus	Local	Adult migrants	Contact course	Regular course	
Peruskoululinja (Comprehensive school line)	Comprehensive school for adult migrants, foreigners and expats who require updating their knowledge and skills in order to access second degree and other further education.	Itä-Karjalan kansanopisto http://www.ikko.fi/koulutus/	Local	Adult migrants	Contact course	Regular course	
Maahanmuuttaja-koulutukset (Migrant trainings)	Basic education, literacy, Finnish language and culture education	Etelä-Pohjanmaan Opisto http://www.epopisto.fi/maahanmuuttajille/index.php	Local	Adult migrants	Contact course	Regular course	
Kotosuomessa – Finnish language and culture studies for adult immigrants	The education includes Finnish as a second language, environmental and social studies and other subjects as needed	Kalajoen kristillinen opisto http://kkro.fi/kotosuomessa-english/	Local	Adult migrants	Contact course	Regular course	
Maahanmuuttajille (Migrant trainings)	Beginner and further studies in Finnish language and basic education	Turun kristillinen opisto https://turunkristillinenopisto.fi/maahanmuuttajille	Local	Adult migrants	Contact course	Regular course	

Suomen kielen ja kulttuurin opinnot (Finnish language and culture studies)	The training includes learning Finnish language, knowledge of society and culture	Paasikivi-opisto http://www.paasikiviopisto.fi/koulutus-et/ opinnot-maahanmuuttajille/suomen-kielen-ja-kulttuurin-opinnot/	Local	Adult migrants	Contact course	Regular course	18 credits
Suomen kieli maahan-Muuttajille (Finnish for migrants)	Finnish language line teaches Finnish language, spoken communication and knowledge of society. Aim is to support the integration of migrants and enhance their study skills.	Savonlinnan kristillinen opisto http://www.sko.fi/suomenkieli.html	Local	Adult migrants	Contact course	Regular course	
Kotoutumiskoulutus (Integration training)	Basis for integration into Finnish society	Karkun evankelinen opisto https://keokarkku.fi/kotoutumiskoulutus/	Local	Adult migrants	Contact course	Regular course	
Maahanmuuttajille suunnattu aikuisten perusopetus (Comprehensive education for adult migrants)	Migrant can complete individual comprehensive education courses or all of it from literacy teaching to the final level	Kanneljärven opisto http://www.kanelopisto.fi/koulutukset	Local	Adult migrants	Contact course	Regular course	

Työhön ja työelämään Suomessa (Towards work and working life in Finland)	The aim is to improve Finnish skills and learn about Finnish society	Karstulan Evankelinen Opisto https://www.keokarstula.fi/36686	Local	Adult migrants	Contact course	Not specified	
Koulutukset maahanmuuttajille (Migrant trainings)	Finnish language and culture education and basic education for adults	Seurakuntaopisto https://www.seurakuntaopisto.fi/ koulutustarjonta/koulutusta-maahanmuuttajille/	Local	Adult migrants	Contact course	Regular course	
Kotoutumista edistävät palvelut (Integration training)	Integration training and language training for living in Finland	Valmennuskeskus Public https://www.valmennuskeskuspublic.fi/palvelut/kotoutumista-edistavat-palvelut/	Local	Adult migrants	Contact course and online	Regular course	
Suomen kielen opinnot – Kotoutumiskoulutus Finnish language studies – Integration training	The training supports integration into Finnish society, culture and language	Valkealan opisto https://www.valkealanopisto.fi/maahanmuuttajana-suomessa	Local	Adult migrants	Contact course	Regular course	
Integration programmes for immigrants	The aim of the education is to help immigrants integrate into the Finnish society	Kiteen Evankelinen kansanopisto http://www.kiteenkansanopisto.fi/	Local	Adult migrants	Contact course	Not specified	

		koulutus/pitkaet-linjat/integration-programmes					
Suomen kieltä ulkomaalaisille (Finnish language studies)	The aim of the course is a level of language that enables further studies in e.g. vocational education (VALMA)	Joutsenon opisto http://www.joutsenonopisto.fi/opintolinja/suomen-kieli-maahanmuuttajille/	Local	Adult migrants	Contact course	Regular course	
Suomi tutuksi (Familiar Finland)	The training supports the integration of migrants	Pohjantähti-opisto http://www.pto.fi/suomitutuksi.html	Local	Adult migrants	Contact course	Regular course	37 credits
Toiminnallinen lukutaitokoulutus (Functional literacy)	The training teaches Finnish languages, mathematics, Finnish culture and managing everyday affairs	Vuolle Settlementti https://vuolleoulu.fi/opisto/maahanmuuttajillelukutaito-koulutus/	Local	Adult migrants	Contact course	Regular course	
POLKU – Finnish for Adult Migrants	The aim is to learn Finnish and introduce different vocations	Stadin ammattiopisto https://www.hel.fi/amatillinen/fi/koulutukset/koulutukset-maahanmuuttajille/polku-suomen-kielta-aikuisille-maahanmuuttajille	Local	Adult migrants	Contact course	Regular course	
Suomen kieltä maahanmuuttajille	Training for intermediate level in Finnish	Amiedu	Local	Adult migrants	Contact course	Regular course	

(Finnish language for migrants)		https://www.amiedu.fi/henkiloasiakkaat/ opiskeltavat-ammattialat/suomen-kielija-yleiset-kielitutkinnot/					
Preparative trainings and integration courses	Finnish language training, integration courses and other preparative courses for migrants	Axxell https://www.axxell.fi/fi/maahanmuuttajille	Local	Adult migrants	Contact courses	Regular courses	
Migrant training	Finnish language and culture training, working life training	Rovala https://www.rovala.fi/rovala-opisto/maahanmuuttajakoulutus/#&panel1-2	Local	Adult migrants	Contact course	Regular course	

2.4 MIGRANTS LEARNERS' FEEDBACK

In this section the partnership would like to present Migrants Learners' feedback concerning the existing integration programmes listed above.

The feedback that the project received from the UK NA when we were informed that the project was going to be funded stated that we do not seem to involve end beneficiaries. Following this feedback about involving more end beneficiaries, in this case migrant learners, we decided to look for their feedback on existing courses. In all stages of the project we will attempt to involve the learners as promised. Their involvement in O1 was more prominent than in O2, however their involvement in O2 was not envisaged at all; we decided to add this dimension for the added quality to our project.

The information presented here has been found on the Internet, in the websites linked to the integration programmes of the section 2.3. However, it was not always easy to find feedback from migrants about the integration programmes they attended. We have not been able to conduct any interviews. In Greece and the UK no testimonials of migrant learners were found, but in general there were a few online studies on the topic.

Some vocational institutions had students' stories and feedback on their website. Unsurprisingly, these stories were mostly positive examples; still, they were useful, as they demonstrated what migrants valued in a course.

In Finland, migrants from the MAVA and POLKU preparative training programmes organised by Stadia institution, commented in interviews that learning Finnish was the most difficult part of their experience. Most of them got a lot of support from teachers and peers, but they felt that they needed more support with finding internships and with finding a place to continue their studies.

In an online article, a migrant student was positive about education in the Varia vocational institution: "I found Varia when I was searching educations in design and clothing. Then I informed the TE-office. They approved my studies and covered the costs of the school. I am very happy and feel that this place will change my life. I have benefited much from this school. I respect the teachers. They are helpful, they try to make you happy and they work hard to direct and guide you."

Amiedu vocational institution also provides different kinds of preparative training for migrants. Their website presents stories by migrants who have attended Finnish language courses or preparative training and found internships or other work through them. Omnia vocational institution's website also provides feedback by their migrants, mainly positive experiences about VALMA preparative training which enabled migrants to find work.¹

¹ Links:

<https://www.theseus.fi/bitstream/handle/10024/89867/LiliaSlivinskaia.pdf?sequence=1&isAllowed=y>;
<https://sivistysvantaa.fi/varia/artikkelit/ajankohtaista/blogit/maanmuuttajat/mystoryfromperutofinland.html>



In Italy, online documents offered more information on migrants' feedback about the integration programmes addressed to them. According to each specific programme, the Italian partners found migrants' feedback to be as follows:

Oriente²

It is not possible to find comments online as they have been disabled, however we have positive feedback from our practitioners. They found it very easy to understand and compared it to an animated short film. The language is easy, and it is translated into many languages. It particularly helps the communication and the comprehension for those migrants who have recently arrived in Italy and those who have difficulties with communication. Often educators are not able to make themselves understood. It supports their educational tasks.

Officina intercultura³

No feedback found. It has the same purposes as the tutorial video described above. It is useful for a description of the legal processes that refugees are facing when applying for international protection.

Silent academy

<https://www.youtube.com/watch?v=HVJilc8LFE0>

On the facebook page of "Il Sicomoro", there is an event called "Laboratorio di sartorial: Silent Academy". There is lots of positive feedback as well as pictures published by the participants. There is a massive presence at the labs, which can be confirmed by recordings.

Support for foreign students - Tolbà association.

In the city of Matera, Tolbà association is well known for its activity in educational sector: They provide Italian classes for everybody, but above all support young students with their homework.

Io sono

<https://www.youtube.com/watch?v=bjb-7xxXzP0>

The photographs and stories (collected in a book published by Giunti) of the refugees and asylum seekers have been collected by the author within the SPRAR projects.

Compass digital skills

² <https://www.youtube.com/channel/UCx4KY5TarbjycwXXTxbu56g>

³ <https://officinaintercultura.blogspot.com/2016/07/video-tutorial-richiedenti-asilo.html>





Erasmus+



There is no feedback available, but the website has a forum available for a variety of questions

<https://www.compassdigitalskills.eu/forum/forums/show/5.page>



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3. QUALITATIVE RESEARCH: SEMI-STRUCTURED INTERVIEWS

The main objective of the present research report is to provide specific information on intercultural training in adult education in the participating countries. To gain a deeper understanding of the status quo regarding migrant integration policies, existing programmes and training structures on intercultural training for migrants and educators, interviews were conducted with educators of migrants and experts on adult migrant education based in partners' countries. The interviews focused on the participants' previous experience of relevant courses, what was good about them and what might be improved in future courses. It is important to note that we did not interview the same participants as O1.

EELI conducted the interviews with educators working in Adult education schools and institutes in the region of Crete but also with teachers and educators in the rest of Greece. All interviews were conducted over the phone while the parts requiring signatures were sent by email and sent back in electronic format or were printed out and filled in by hand. In some cases, it proved difficult to obtain signatures.

In Finland, interviews were conducted over the phone while the parts requiring signatures were sent by email and sent back in electronic format or were printed out and filled in by hand. In some cases, it proved difficult to obtain signatures, as some of the interviewees would forget to return the signature page.

In the UK, interviews were conducted face-to-face or over the phone, with educators of migrants and experts on adult migrant education and focused on the participants' previous experience of relevant courses, what was good about them and what might be improved in future courses.

In Italy, some of the interviews have been conducted over phone calls, but in most cases were held in face-to-face meetings, thanks to the professional contacts acquired in the immigration field through the years.

Qualitative research has been conducted in order to collect information on the opinion of educators that attended intercultural training programmes, but also on the level of familiarity of teachers and educators already have with specific topics, such as intercultural learning, the context of migration, educational models etc. This research has 2 aims:

- To identify the topics for which educators require further training opportunities
- To identify the best and worst characteristics of previous intercultural trainings they attended

These 2 aims are very important to develop the next steps of the project. The identification of training needs allows us to define the main topics of the training course which we will develop within the following stages of the project, while the identification of the best and worst characteristics of previous intercultural training programmes provides us important information about the requirements for our future training course and curriculum. By examining the previous experiences of educators involved in this research, we can gain an understanding of what the most appreciated aspects of programmes were, which can then become points of reference when planning the future course. At the same time, the opinion of educators about the worst aspects of previous programmes gives us the opportunity to avoid similar problems.

More importantly, we asked experts to tell us what they think an intercultural training for educators course should include. These suggestions by our respondents constitute invaluable data.



3. 1 DATA AND METHODS

Semi-structured interviews were conducted with educators and teachers with experience in adult education of migrants. The number of people involved changed according to the partner organisations which conducted the research:

- The Italian partners conducted 19 interviews
- The Greek partners conducted 35 interviews
- The UK partners conducted 28 interviews
- The Finnish partner conducted 22 interviews

The choice of interview participants was based on their previous experience in adult migrant education and their availability to partake. We did not use the same respondents as Output 1.

In order to make the collected results easily comparable between each of the partnering organisations, the partnership decided to use a common Semi-structured interview template (Appendix 2), which was designed during the kick-off meeting in Edinburgh. This template included both multiple choice and open-ended questions, which were structured in the following sections:

1. The first section: “BACKGROUND AND EXPERIENCE” presents general information about the respondent (Name/Age, Occupation, Teaching subject, Qualifications, Experience in teaching, Familiarity with key concepts),
2. The second section: “EVALUATION OF TRAINING COURSES ATTENDED” includes questions on previous courses on Intercultural education that the participants might have attended, the reasons for doing so and an evaluation of such courses. They were also asked for their opinions and feedback on how these programmes could be improved and on whether the programmes ultimately changed the participants’ teaching methodology.
3. The third section: “SUGGESTIONS” gives space for comments and suggestions educators might have on the material an intercultural education programme should include and the key competencies it should cover.

Using a semi-structured format instead of a fixed questionnaire enabled the participants to make a more personal contribution to the project. As well as answering the questions on the form, participants discussed the questions with InterTrainE researchers, who added notes to the interviews when necessary. This method had a positive outcome by producing answers which did not directly answer the interview questions but are nonetheless useful for the project. This is particularly visible in section C of the results. The template should therefore be understood as a starting point and a guide for the the interviews rather than a fixed framework.

The richness of the data and their qualitative nature should not be overlooked. We opted for thematic analysis of the data, after having presented them in quantitative form, because it is the qualitative analysis that yields the most useful results. The themes that emerge from the analysis inform the recommendations for the curriculum design.

All participants signed a consent form before commencing with the interview (Appendix 1). By doing so they acknowledged their rights, including their right to withdraw from the interview, and consented the use of the data produced in the interview. In accordance with the consent forms, the participants will remain anonymous within this and future reports.

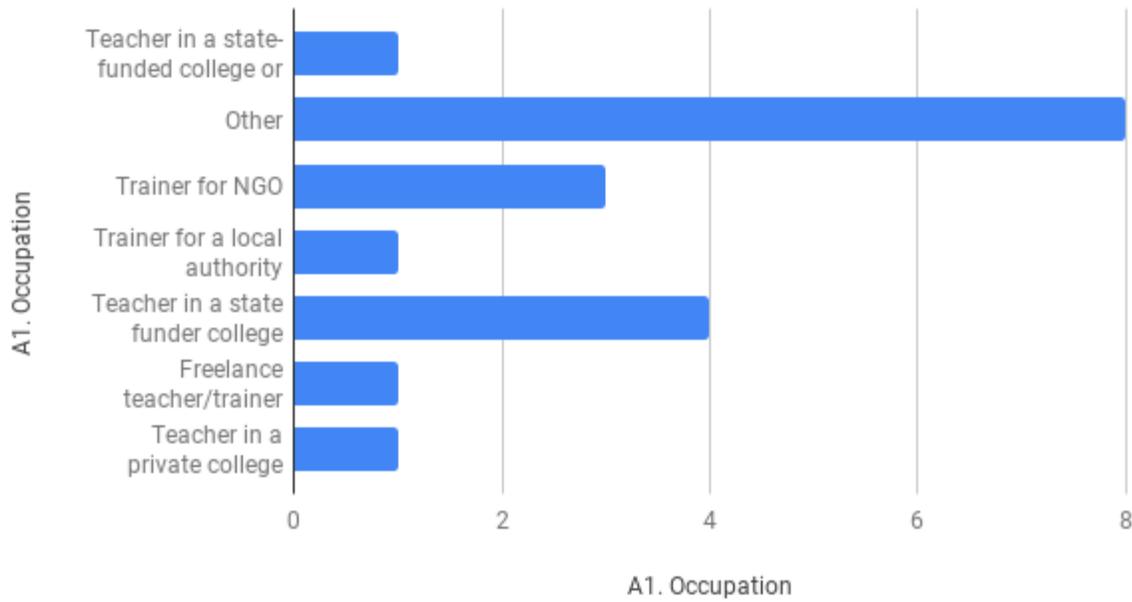
After having conducted the interviews, the different partner organisations collected and analysed the results, which are presented in the following section.

3. 2 RESULTS

➤ *Italian findings*

3.2.1 Findings related to participants' previous training experiences

A1. Occupation



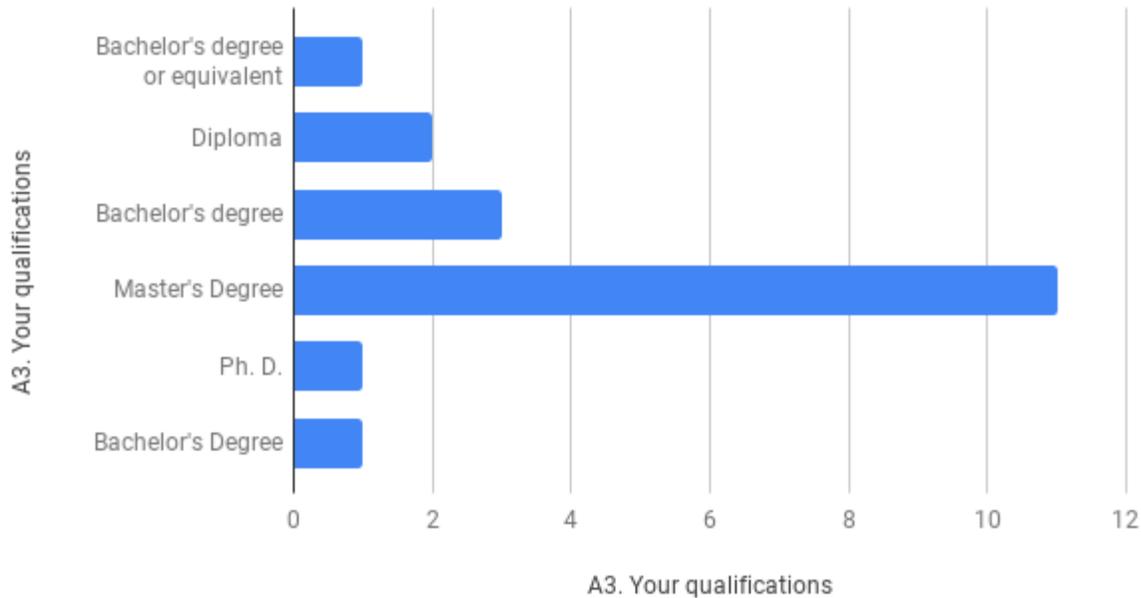


A2. Teaching subject: What subject(s) are you teaching in your classes/courses?

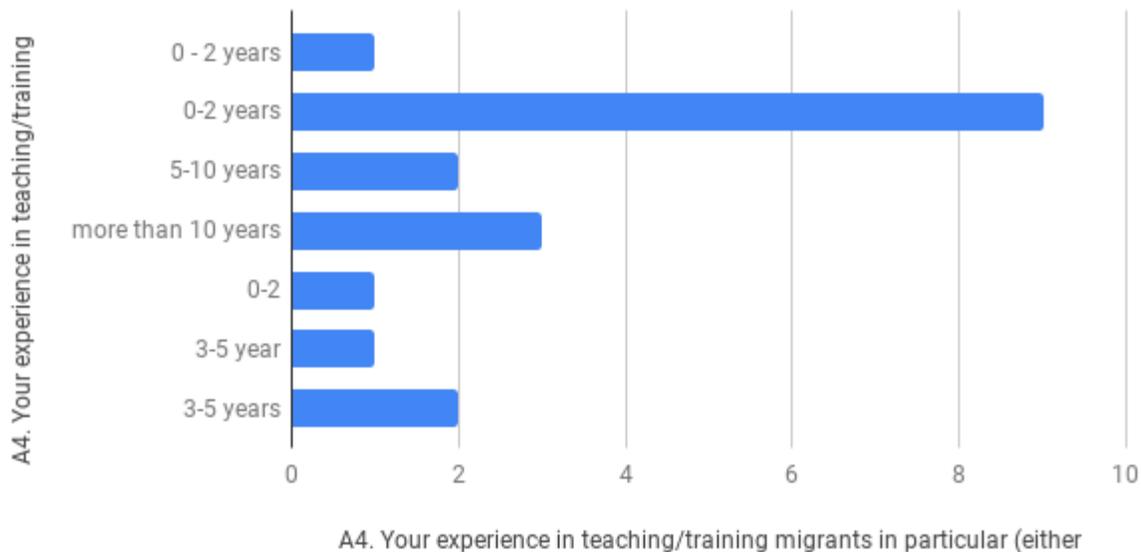
N.	Answer
1	
2	
3	
4	Italian as second language, Spanish
5	Italian as second language
6	Italian language and culture
7	French
8	Italian/Latin
9	
10	Human rights education
11	geography, alternatives to religion studies
12	Italian language and culture
13	<u>italian</u> language, history and geography
14	
15	Italian as second language
16	Italian as second
17	
18	Italian language
19	Job Research Guidelines



A3. Your qualifications

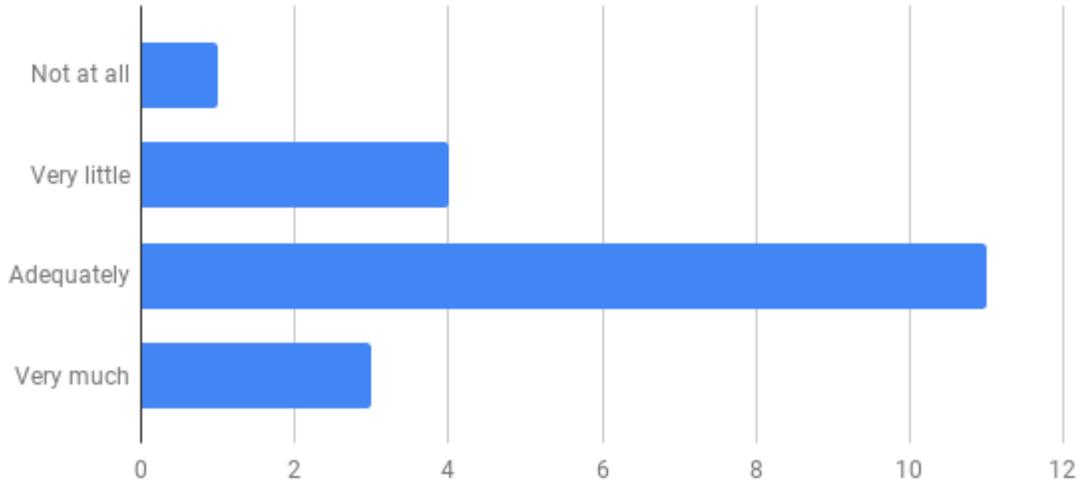


A4. Your experience in teaching/training migrants in particular (either exclusively, or in mixed classes).

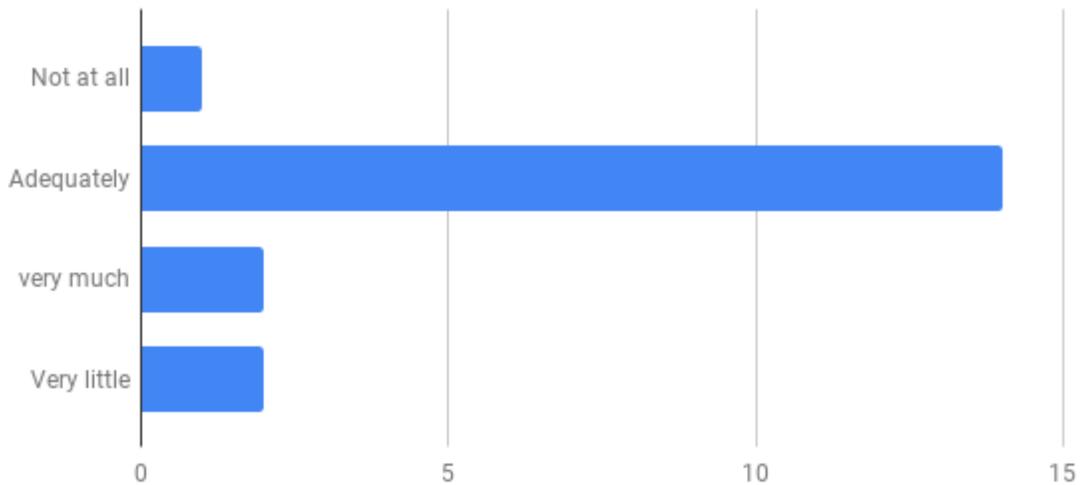


A5. To what extent are you familiar with the following topics, related to intercultural learning and teaching?

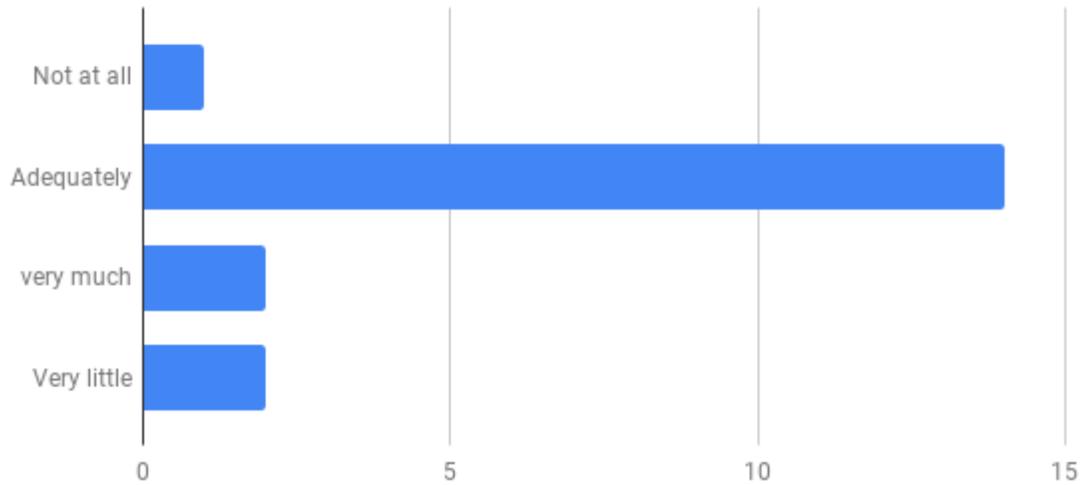
1. Key concepts of culture and communication in the classroom (cultural identity, intercultural communication, communicative competence, intercultural competence etc).



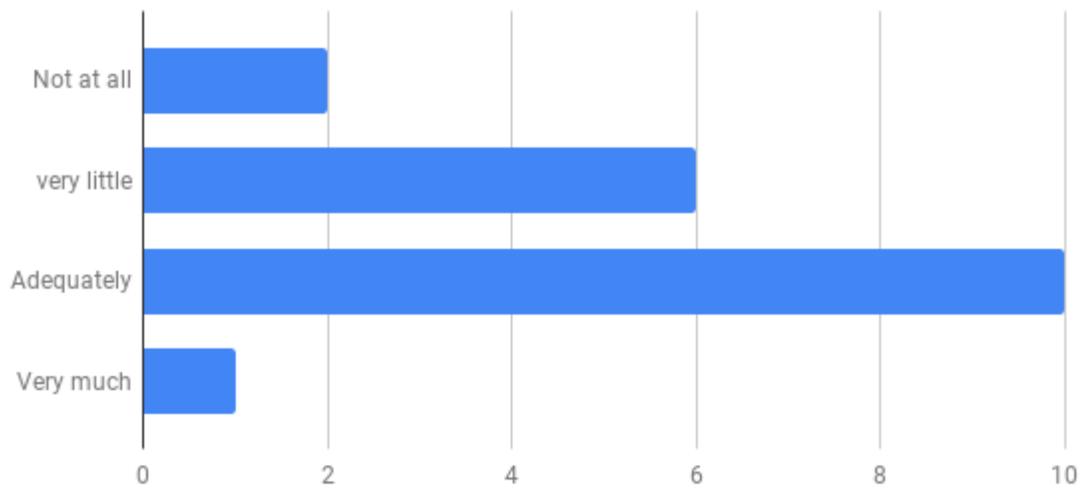
2. Current context of migration in Italy (broad trends, understanding different types and experiences of migration, working in a network that includes institutions/bodies acting in migrant inclusion etc) statistics



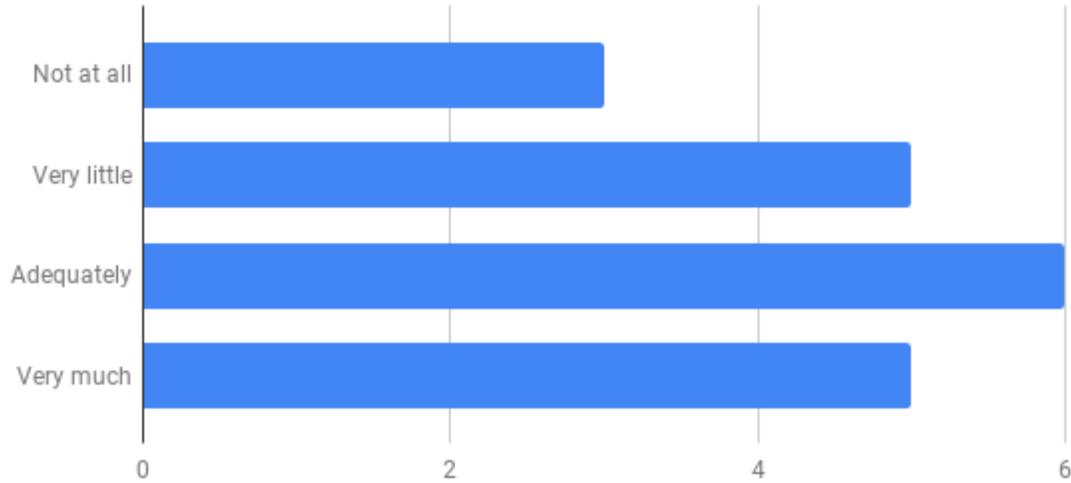
3. Legislative framework for the education of migrants (migrant inclusion etc) statistics



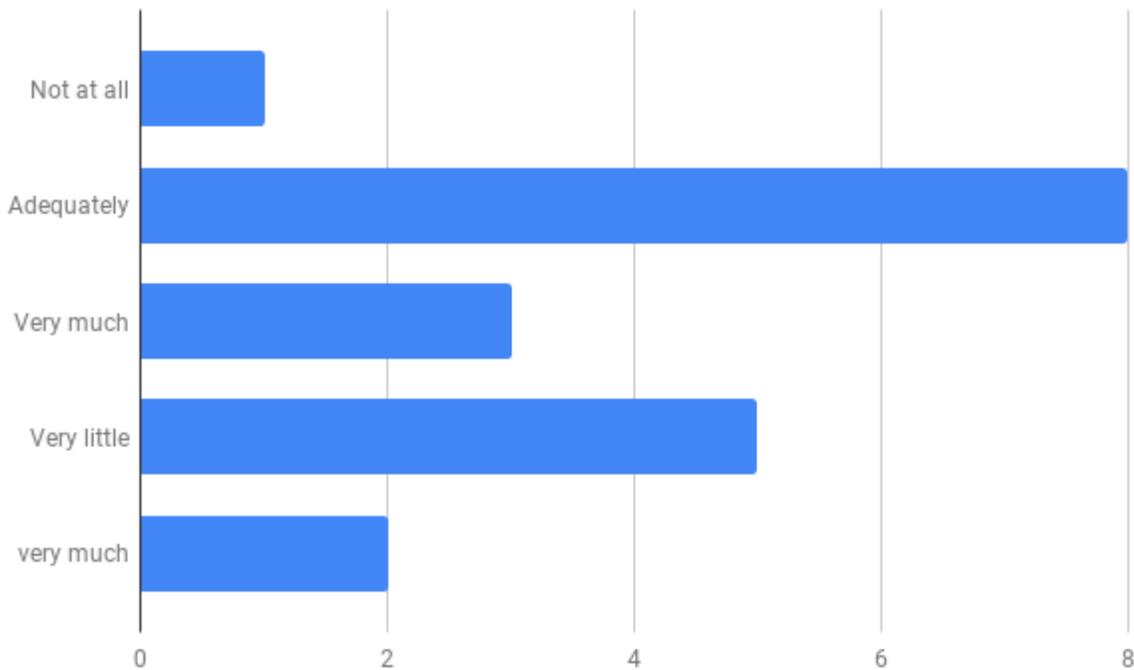
4. Bilingual/ multilingual education

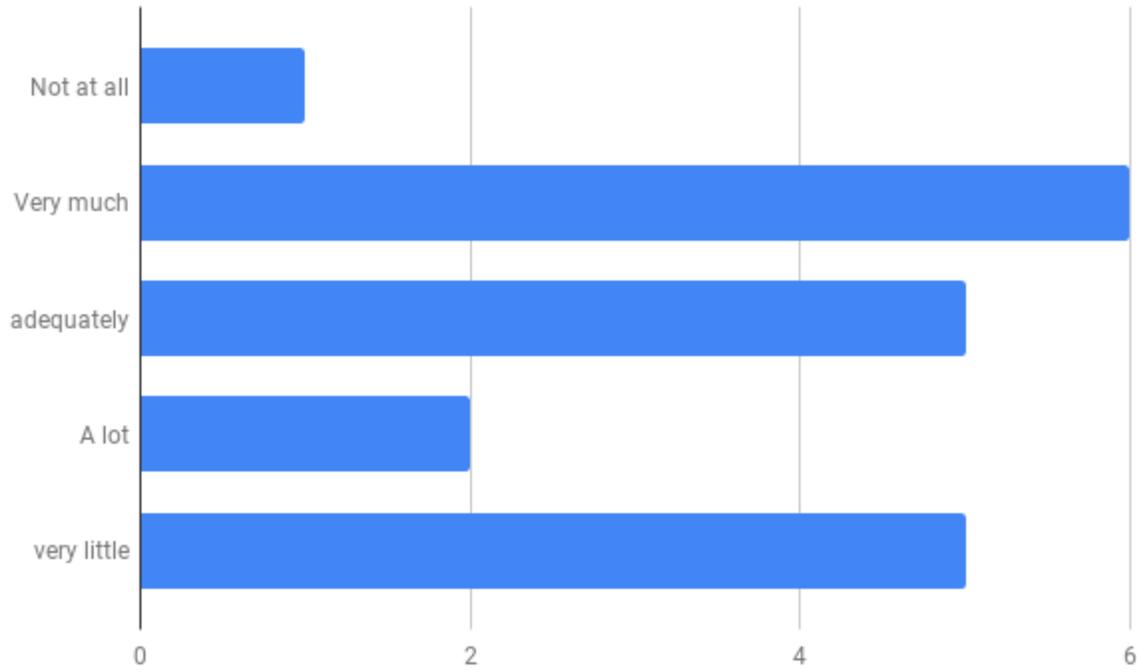


5. Educational models, such as the assimilation model, models of multicultural /intercultural education, inclusion of the other etc

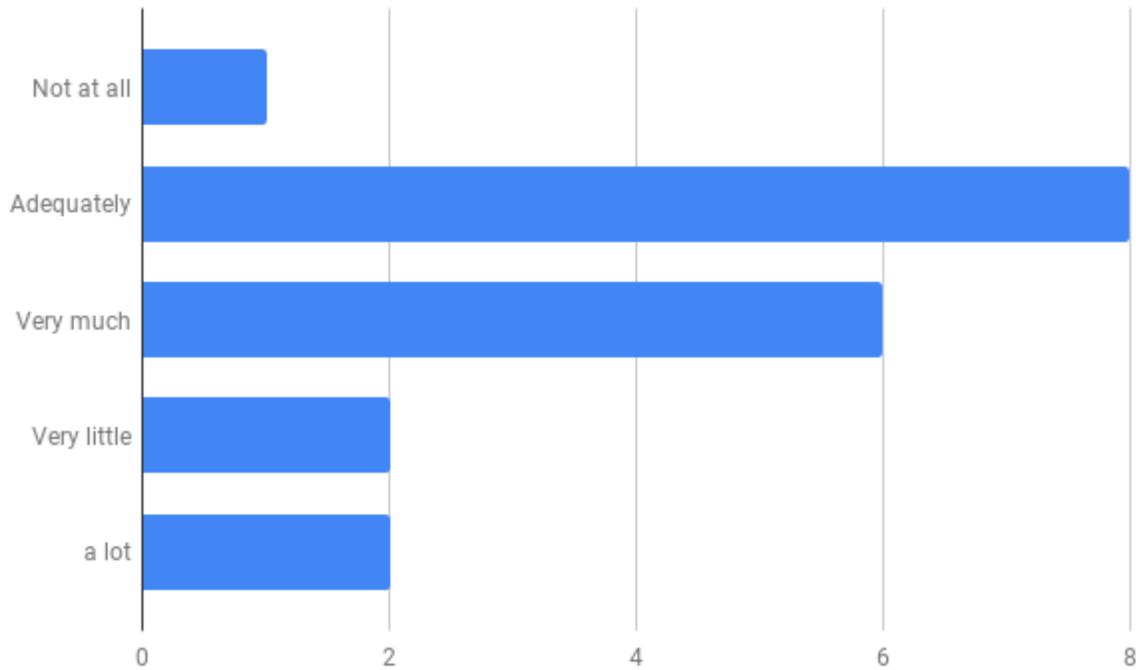


6. Multicultural class management



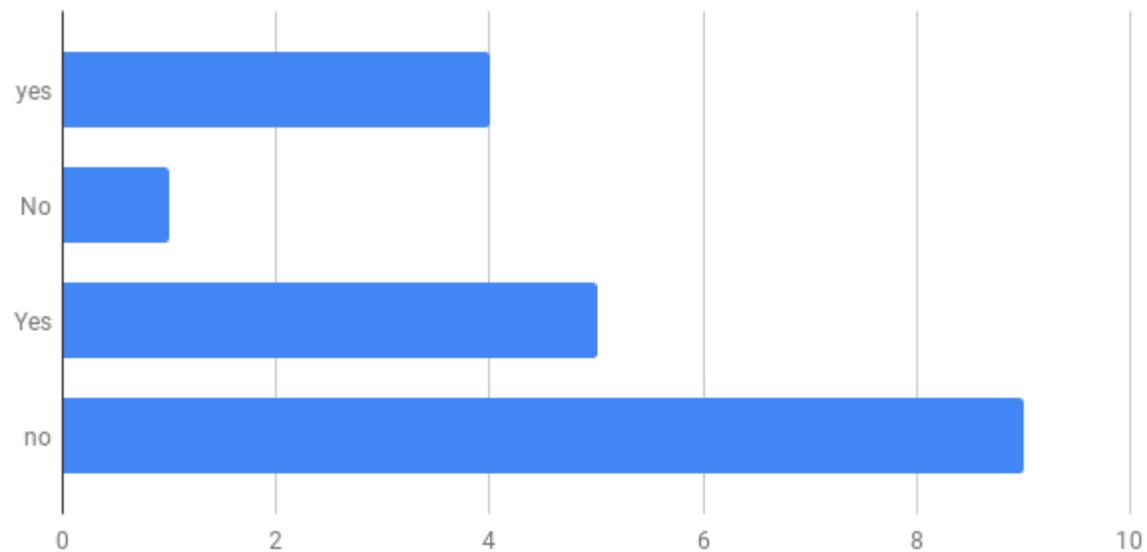


8. Intercultural dimension of dignity

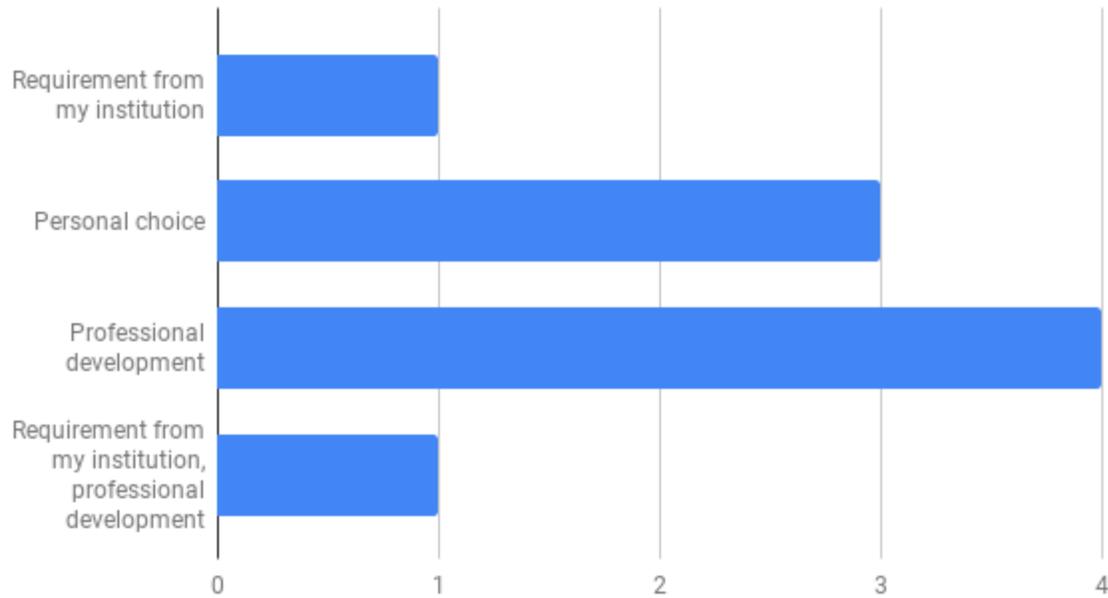


Section B

B1. Have you attended educational programmes/ seminars in Intercultural Training?



B2.2 If yes, what motivated you to take part in this training?





3.2.2 Findings related to participants' opinion about the contents of a training programme for educators teaching adult migrants

C1. What should a training programme for educators teaching adult migrants include?	
N.	Answer
1	No answer
2	Knowledge of the country of origin, of the family of the students, and his psychological conditions.
3	Anthropolitical training
4	Intercultural training
5	There should be a theory followed by the practice in order to experience the knowledge acquired. I believe that this is the only way to really understand the obstacles and difficulties of every single student.
6	Many occasion to share experiences, many tools to share
7	Face to face activities in order to enhance the comparison.
8	Positive actions testing, practical examples.
9	Practical and experience cases
10	
11	Immigration legal framework, intercultural competencies, communications strategies , practical experience.
12	A good training course for trainers should promote active interaction among the participants and it should show them different tools to use in their daily work.
13	Job training in class
14	Enhance English language. Knowledge of the other cultures.
15	Geographical framework skills, language teaching skills, mother tongue teaching skills.
16	Job training, stages, workshops, co-teaching with expert teachers.
17	Knowledge of the country of origin
18	Language courses and teaching specific techniques
19	Knowledge of the country of origin



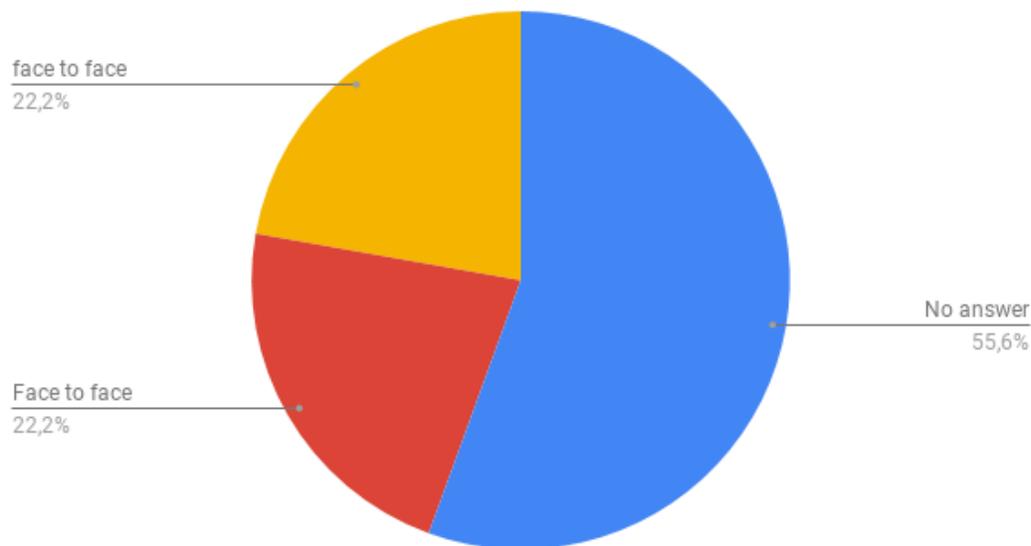
C2. Which skills and competencies do you consider fundamental for intercultural education (e.g. intercultural competence, active listening, intercultural conflict management)?

<i>N.</i>	<i>Answer</i>
1	No answer
2	Linguistic competence; cultural awareness, intercultural competence; mediation competence; active listening; conflict management; capacity to create new tools and methodologies; willing to keep yourself up to date
3	Intercultural and anthropological competences
4	The three main indicated above are useful
5	Humanitarian consciousness ability to accept the other sensitivity to social issues, self-development and personal growth.
6	Intercultural competence, active listening and observation, intercultural conflict management, many and different teaching methodologies, creative attitude.
7	active listening
8	Linguistic competence; cultural awareness, intercultural competence; mediation competence; active listening; conflict management; capacity to create new tools and methodologies; willing to keep yourself up to date
9	Linguistic competence; cultural awareness, intercultural competence; mediation competence; active listening; conflict management; capacity to create new tools and methodologies; willing to keep yourself up to date
10	No answer
11	Linguistic competence; cultural awareness, intercultural competence; mediation competence; active listening; conflict management; capacity to create new tools and methodologies; willing to keep yourself up to date
12	Linguistic competence; cultural awareness, intercultural competence; mediation competence; active listening; conflict management; capacity to create new tools and methodologies; willing to keep yourself up to date
13	All useful
14	The listening in order to understand how to approach to the migrant. Knowledge of the country of origin.
15	Intercultural competence and active listening
16	Intercultural competence for improvements in teaching
17	Intercultural competence and active listening
18	Knowledge of the country of origin, of the religion, and ability to manage conflicts.
19	ability to manage conflicts

3.2.3 Findings related to main characteristics of participants' best courses

B3a. Briefly describe the most successful course(s) according to the following categories:

Mode of delivery (e.g. online, face-to-face, blended)





Topic	
N.	Answer
1	No answer
2	No answer
3	Ethnopsychology, medical anthropology
4	intercultural training
5	Transcultural medicine
6	pre-..teaching
7	No answer
8	No answer
9	No answer
10	No answer
11	No answer
12	pre-alpha teaching
13	No answer
14	No answer
15	Italian language teaching
16	L2
17	No answer
18	No answer
19	intercultural training



Level	
N.	Answer
1	No answer
2	No answer
3	No answer
4	High
5	Seminar
6	Training for trainers
7	No answer
8	No answer
9	No answer
10	No answer
11	No answer
12	training for trainers
13	No answer
14	No answer
15	advanced
16	Secon level
17	No answer
18	No answer
19	High



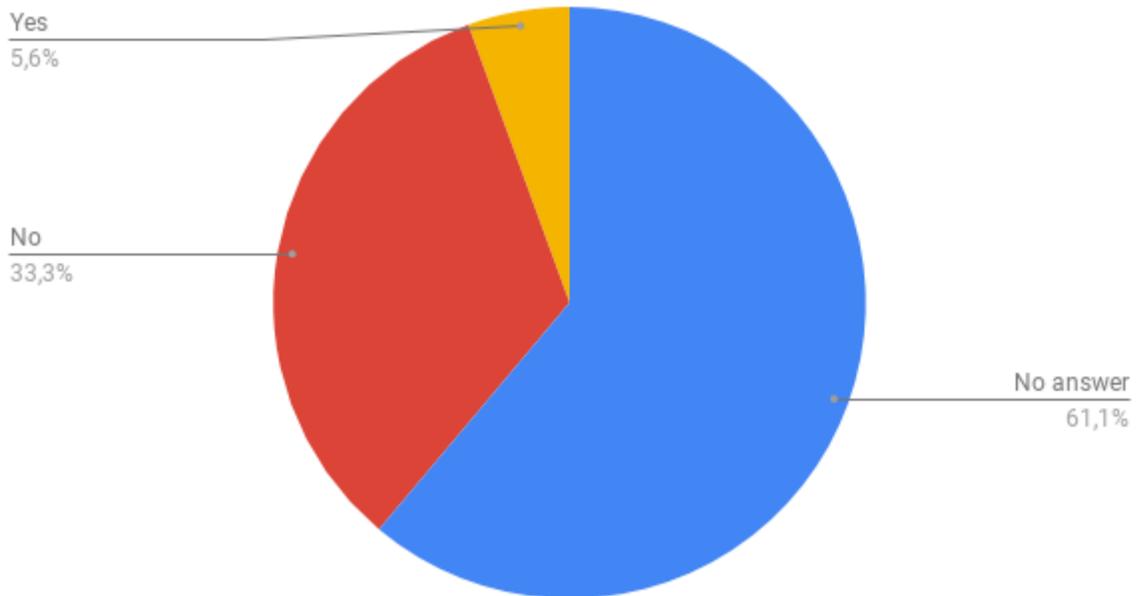


Course provider	
<i>N.</i>	<i>Answer</i>
1	No answer
2	No answer
3	University of Turin
4	Intercultural
5	Local Health authority
6	University of Venice
7	No answer
8	No answer
9	No answer
10	No answer
11	No answer
12	University of Venice
13	No answer
14	No answer
15	Tolbà Onlus
16	University for foreign students
17	No answer
18	No answer
19	No answer



Duration	
N.	Answer
1	No answer
2	No answer
3	1 year
4	Several week end
5	2 months
6	8 h
7	No answer
8	No answer
9	No answer
10	No answer
11	No answer
12	8 hours
13	No answer
14	No answer
15	12 h
16	Some months
17	No answer
18	No answer
19	No answer

Were migrants involved in the training?





Learning outcomes	
<i>N.</i>	<i>Answer</i>
1	No answer
2	No answer
3	No answer
4	Excellent
5	Cultural mediation, Psychological and social aspect of migration
6	New teaching methodologies
7	No answer
8	No answer
9	No answer
10	No answer
11	No answer
12	New teaching methodologies
13	No answer
14	No answer
15	more sensitivity towards learners
16	Excellent
17	No answer
18	No answer
19	No answer





Assessment	
<i>N.</i>	<i>Answer</i>
1	No answer
2	No answer
3	No answer
4	Excellent
5	Certificate
6	Certificate of attendance
7	No answer
8	No answer
9	No answer
10	No answer
11	No answer
12	No answer
13	certificate of attendance without assessment
14	No answer
15	No answer
16	Good
17	Excellent
18	No answer
19	No answer



Certificate (please indicate whether this was credit-bearing)	
<i>N.</i>	<i>Answer</i>
1	No answer
2	No answer
3	No answer
4	No
5	Attendance
6	No answer
7	No answer
8	No answer
9	No answer
10	No answer
11	No answer
12	No answer
13	No answer
14	No answer
15	No answer
16	Certificate of attendance
17	Ditals II
18	Certificate of attendance
19	No answer

B4. Please evaluate the best course according to the following. Consider that 1 is the lowest value and 5 the highest.





	B4.1	B4.2	B4.3	B4.4	B4.5	B4.6	B4.7	B4.8	B4.9	B4.10
1	1	1	1	1	1	1	1	1	1	1
2	5 Necessary Knowledge for whoever works in the intercultural area									
3										Special training with competent bodies
	5	X	X	X			X			
4	5	5	X		X	X	X		X	
5	4	5	5	5	5	5	5			
6			3	5	3	2	4	2	3	3
7										
8										
9										
10										
11		5								
12			5	5	3	2	4	2	3	3
13										
14	5	5								
15	5	X	5	4	4	3	4			
16	5	5								
17										
18										
19										

B4.1. Please comment the quality of material

N.	Answer
5	power point slides very useful to summarize the key-concepts
12	projector, case studies, useful links
15	Ditals II grade was very useful for teaching method in different classes



B4.2 Have you actually applied what you learnt? How?	
<i>N.</i>	<i>Answer</i>
5	In an indirect way: role-plays and case studies helped me to wear migrants shoes for a while in order to try to feel what means being a migrant. This helped me to better interact with institutions and local authorities.
12	Yes, I have. For example, the input of using TV advertisement for learning purposes was very useful to me and I used this methodology many times.
15	Yes, I did, showing more sensitivity towards migrants learning
16	Yes, in education programmes to foreign students and migrants.
17	During the trainer

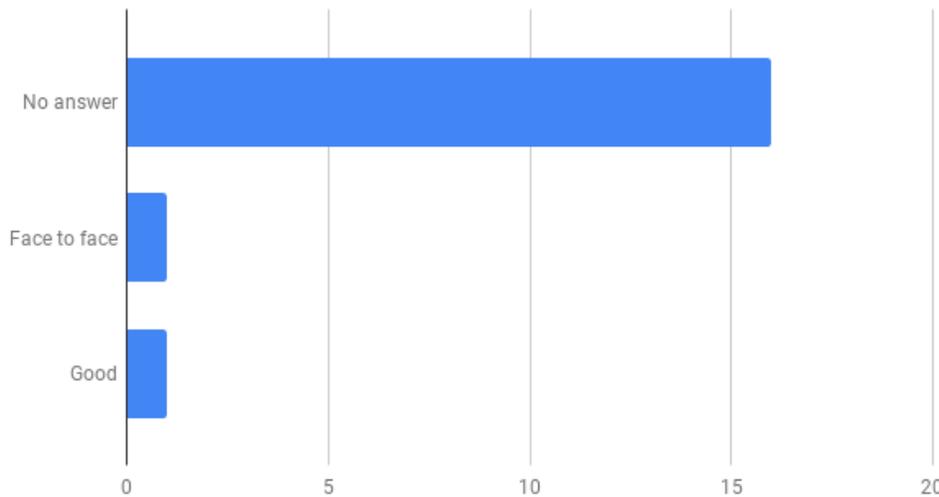
B4.3 Please specify the possibility of networking with other users	
<i>N.</i>	<i>Answer</i>
5	After some explanations the teacher used to open a debate in order for the participants to exchange opinions and experiences.
12	There were no inputs from the trainers for us to start an efficient networking with the other users. The course was really intense and there was no time to talk to each other and share experiences.
16	No possibilities to interface with other users.
17	Interaction with other stakeholders

B4.4 Were the case studies relevant to your practice? Please describe	
<i>N.</i>	<i>Answer</i>
4	Yes, practical examples that allow us to contemplate our ethnic approach
12	The case studies that the trainers showed us were not close to the reality of my teaching experience, because I usually have mixed classes with different starting levels and different cultures, while they were talking about homogeneous classes.
15	Practical examples and Real situations were useful

3.2.4 Findings related to main characteristics of participants' worst courses

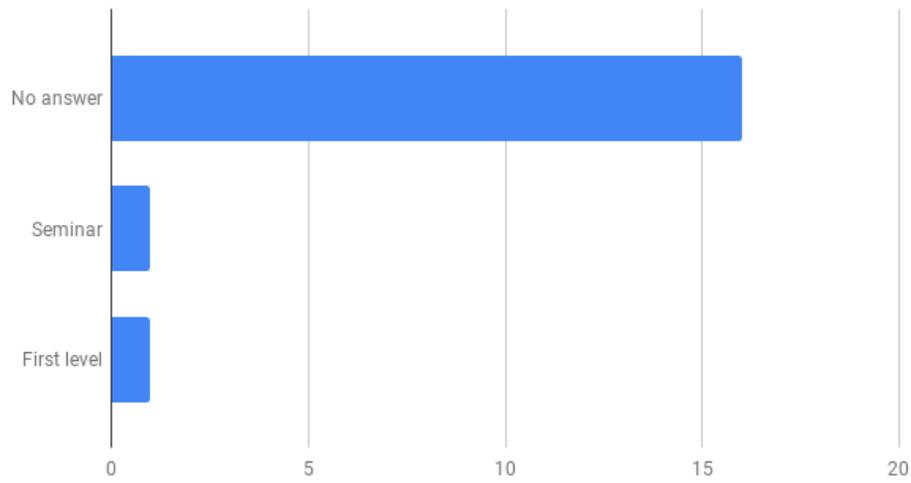
B3b. Briefly describe the worst course(s) according to the following categories:

Mode of delivery (e.g. online, face-to-face, blended)

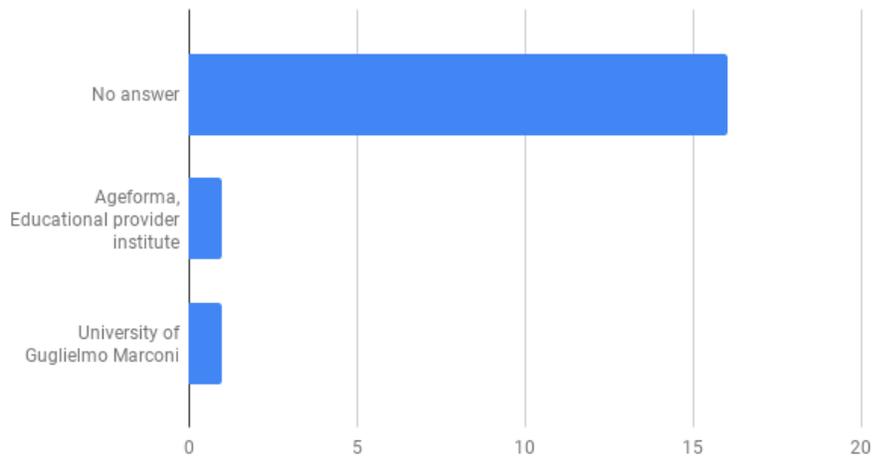


Topic	
N.	Answer
1	No answer
2	No answer
3	No answer
4	No answer
5	multicultural assistance for the access of migrants to public services
6	No answer
7	No answer
8	No answer
9	No answer
10	No answer
11	No answer
12	No answer
13	No answer
14	No answer
15	No answer
16	L2
17	No answer
18	No answer
19	No answer

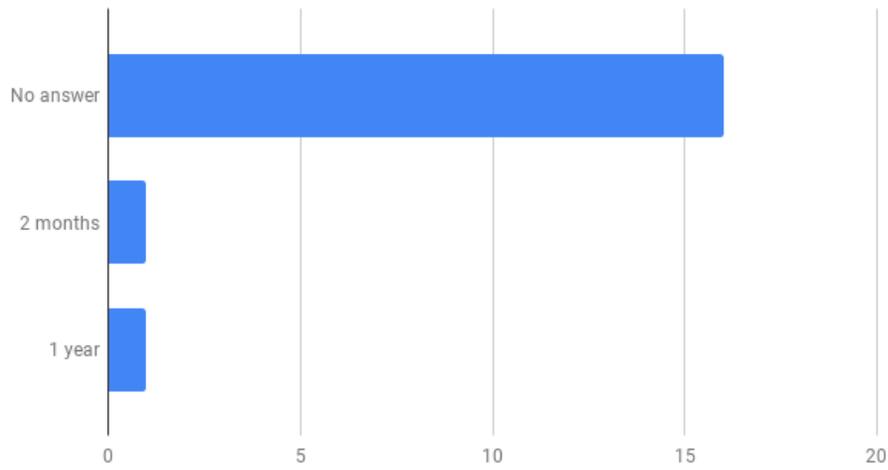
Level



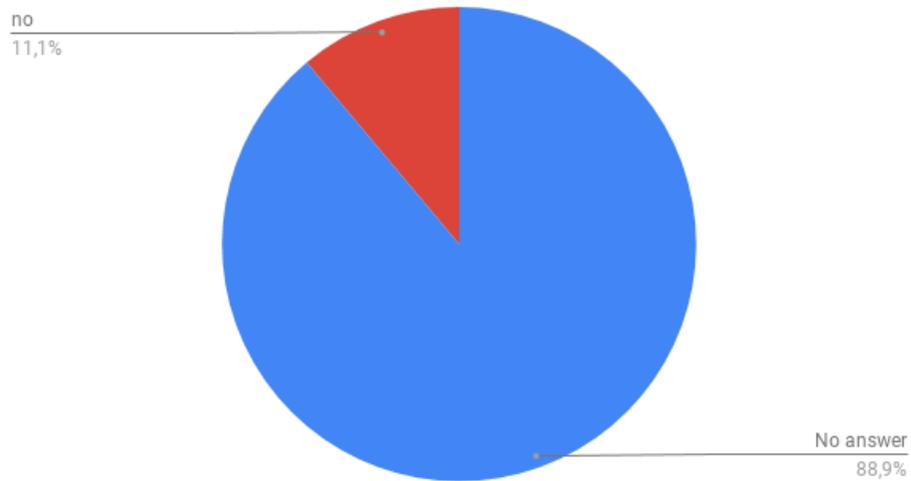
Course provider



Duration



Were migrants involved in the training?

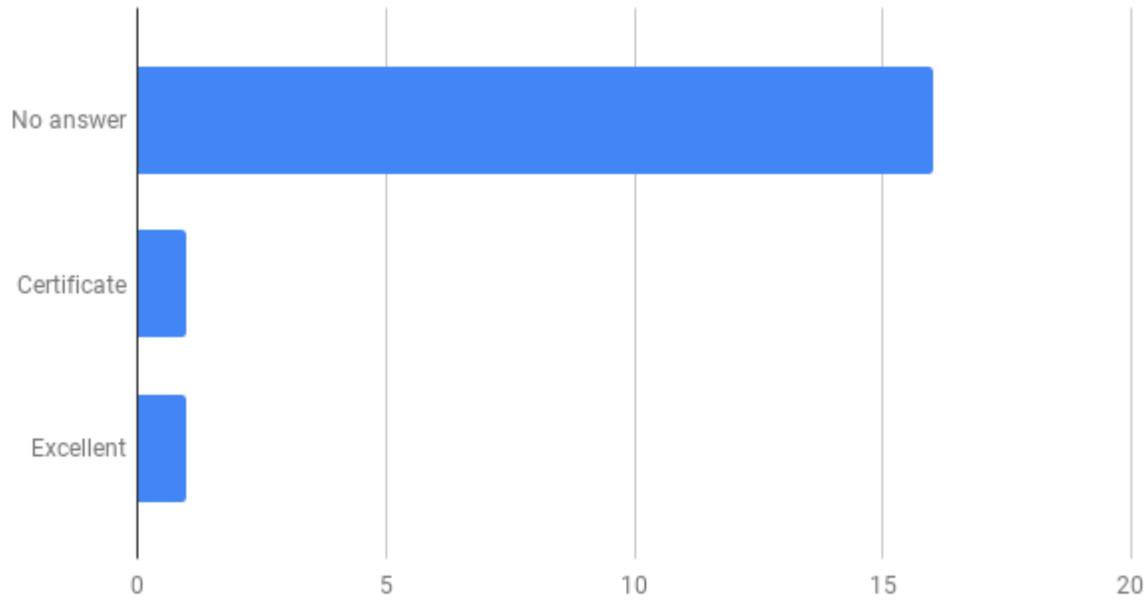




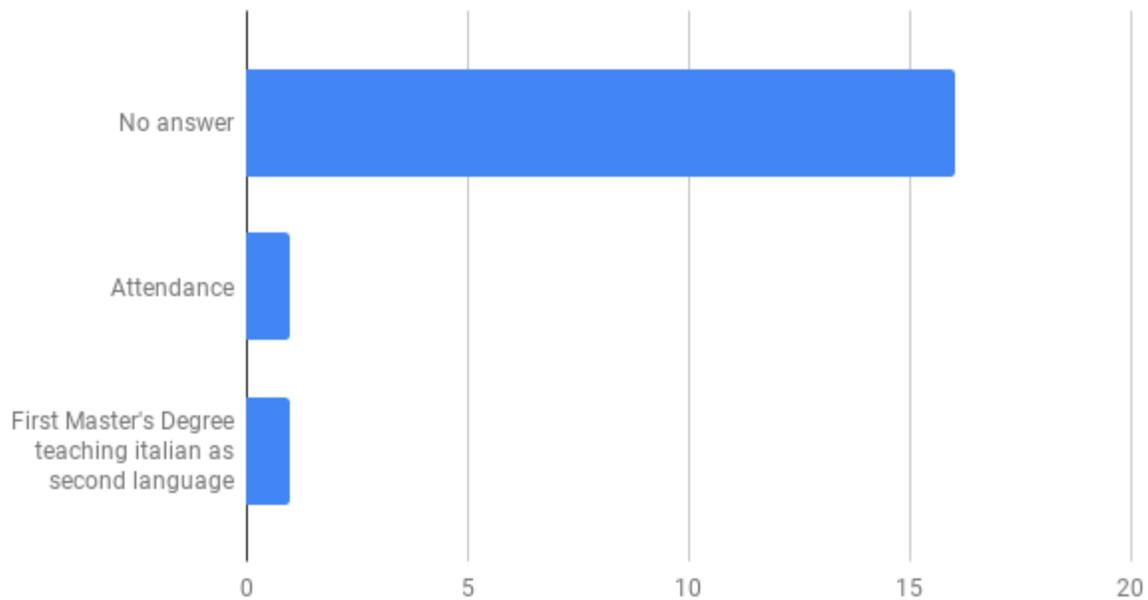
Learning outcomes	
<i>N.</i>	<i>Answer</i>
1	No answer
2	No answer
3	No answer
4	No answer
5	Migration trends, intercultural communication, policies and regulations on migrants' health
6	No answer
7	No answer
8	No answer
9	No answer
10	No answer
11	No answer
12	No answer
13	No answer
14	No answer
15	No answer
16	Excellent
17	No answer
18	No answer
19	No answer



Assessment



Certificate (please indicate whether this was credit-bearing)





B4b. Please evaluate the worst course according to the following. Consider that 1 is the lowest value and 5 the highest. [Quality of material, e.g. coherence, clarity, logical development ...]

	B4.1	B4.2	B4.3	B4.4	B4.5	B4.6	B4.7	B4.8	B4.9	B4.10
1	1	1	1	1	1	1	1	1	1	1
2										
3										
4										
5	2	0	3	4	1	2	1	2	4	0
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										

B4b.1. Please comment the quality of material

N.	Answer
5	We just received a file with the timetable of the course. Everything was up to us (whether to take notes or not)
16	Very useful the materials provided, but very little concrete cases.

B4b.2 Have you actually applied what you learnt? How?

N.	Answer
5	I couldn't apply anything. I have only acquired some more knowledge about the topics object of the training.
16	Yes





B4b.3 Please specify the possibility of networking with other users?

<i>N.</i>	<i>Answer</i>
5	It was up to us to interact during the short breaks, but no inputs from the teacher.
16	No

B4b.4 Were the case studies relevant to your practice? Please describe?

<i>N.</i>	<i>Answer</i>
5	There was a girl talking about her own experience as young migrant in Italy and her feelings when she arrived in Italy and she couldn't understand anything.
16	No

B4b.5 Please specify Suggestions for practical / hands-on activities?

<i>N.</i>	<i>Answer</i>
5	Everything was pretty theoretical.

B5. Was there anything missing from the course(s)?

<i>N.</i>	<i>Answer</i>
5	A practical experience of the concepts explained. The topics were interesting but the practical applicability was not really relevant. I would have been useful to make more practice with a supervisor trainer.
6	Maybe the lasting of the course was not adequate to the importance of topics.
12	In my opinion, the course was too short and intense. It would be better if they organised a long-term course with deeper explanations and more opportunities to interact with the other participants.
15	No
16	No
17	No



B6. How did the course(s) change your thinking patterns, your attitudes and perceptions?

<i>N.</i>	<i>Answer</i>
3	A broader view towards my partners
5	Not really, because i believe that there was not practical applicability and this didn't make me really try what the teacher was presenting.
6	Absolutely not
12	I think that a course with this length cannot really have a strong impact on personal thinking patterns, because in order to change them there should be the time to reflect on some issues and share personal views with peers. And this was not the case.
15	It was good to improve my attitude towards my students
16	Courses have enriched by cultural baggage for the training Italian as a second language.
17	Greater committments towards immigration issues

B7. Did the course(s) ultimately change the way you teach? If so, in what way(s)?

<i>N.</i>	<i>Answer</i>
5	Not too much. But maybe I changed my attitude towards students because I started to think what they could feel inside.
6	Not at al, it was too short.
12	Not really, because it was a too short course.
15	Yes I did. I listen my students needs more than i did before
16	Yes, greater humanist approach

➤ **Greek Findings:**

First section: “BACKGROUND AND EXPERIENCE”

This section presents the respondents’ personal and professional information (Name/Age, Occupation, Teaching subject, Qualifications, Experience in teaching, familiarity with key concepts).

Q1 Full name:

Answered: 35 (results removed for data protection reasons)

Q2 Age:

Answered: 31

#	RESPONSES
1	50
2	56
3	33
4	41
5	40
6	40
7	38
8	49





Erasmus+



9 59

10 54

11 47

12 52

13 56

14 33

15 52

16 37

17 46

18 52

19 27

20 37

21 42

22 38

23 51

24 36

25 43



26 40

27 49

28 38

29 37

30 41

31 41

Q3 Country of origin:

Answered: 33

#	RESPONSES
1	Greece
2	Greece
3	Greece
4	Greece
5	Greece
6	Greece
7	Greece
8	Greece
9	Greece
10	Greece
11	Greece
12	Greece
13	Greece



Erasmus+



14 Greece

15 Greece

16 Greece

17 Greece

18 Greece

19 Greece

20 Greece

21 Greece

22 Greece

23 Greece

24 Greece

25 Greece

26 Greece

27 Greece

28 Greece

29 Greece

30 Greece





Erasmus



InterTrainE





ANSWER CHOICES	RESPONSES	
Teacher in a state-funded college or any other further education institution	40.00%	14
Teacher in a private college or another further education institution	5.71%	2
University teacher/lecturer	5.71%	2
Trainer for a local authority (e.g. Council, other)	14.29%	5
Trainer for an NGO	0.00%	0
Trainer for a private school	2.86%	1
Freelance teacher/trainer	14.29%	5
Other (please specify)	40.00%	14

Total Respondents: 35

#	OTHER (PLEASE SPECIFY)
1	employee in Vocational School (EPAS)
2	employee in Vocational School (EPAS)
3	Employee in public sector, Communicator
4	Hotel employee
5	Teacher in a state-funded General Evening Lyceum/General Evening High School





- 6 Employee in public sector, Project coordinator of Greek learning programmes
- 7 Teacher in public primary school
- 8 employee in public sector
- 9 employee in public sector
- 10 Teacher in a state-funded secondary school
- 11 Vocational Training School (EPAL)
- 12 Currently, baby-sitting pre-school children
- 13 Substitute teacher in a state-funded secondary school
- 14 Special Scientific Personnel (ΕΕΠ)

Q5 Teaching subject: What subject(s) are you teaching in your classes/courses?

Answered: 34 Skipped: 1

#	RESPONSES
1	Agronomy
2	Agronomy





3 Management and Economics, Tourism Economics and Accounting

4 Communication, Public relations, Marketing, Advertising

5 English and Political science

6 IT information technology - computers

7 Social Skills and Communication, Parenting Counseling

8 Cooking

9 Mathematics

10 Rural economy and rural development

11 Agricultural technique

12 Rural development, sociology

13 Greek Language and Literature

14 Greek Language and Literature

15 chemistry, oenology

16 Modern Greek as a second/foreign language

17 Agronomy

18 Agronomy

19 Greek Language and Literature



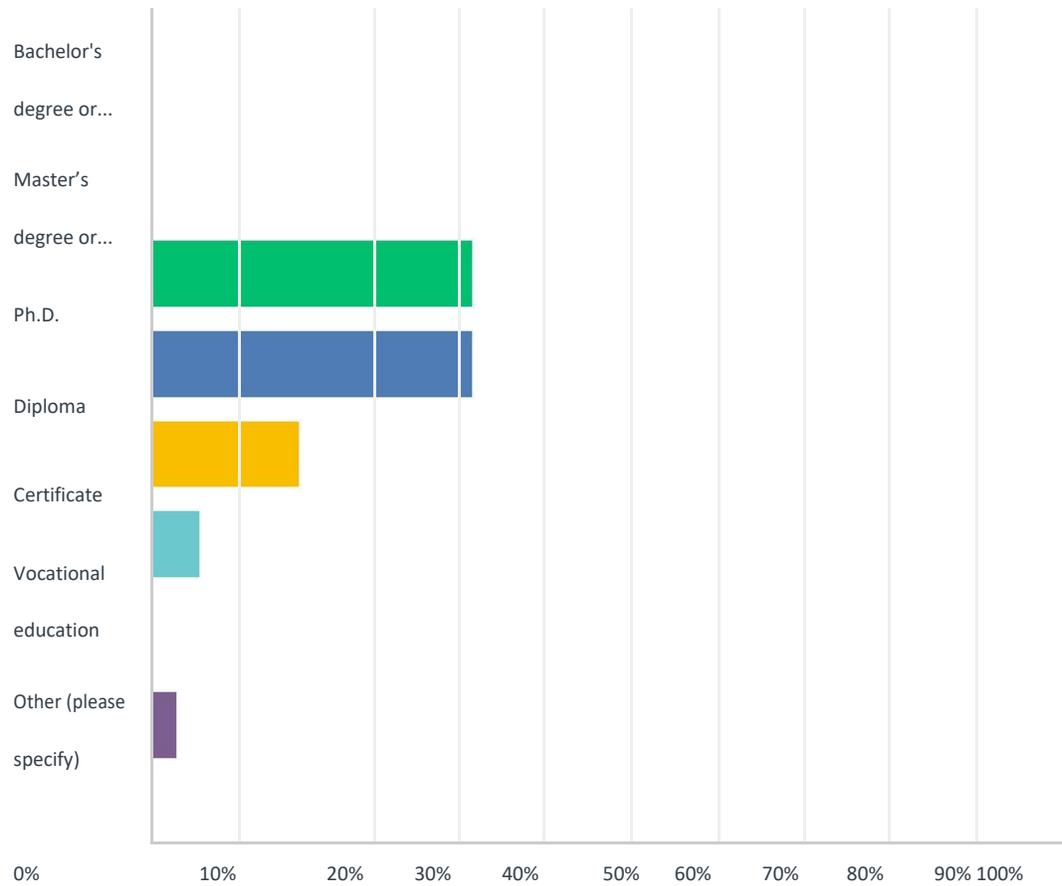


-
- 20 Greek Language and Literature
-
- 21 Hotel and Tourism
-
- 22 Tourism management - Economics
-
- 23 Psychology, hygiene
-
- 24 Biology, Chemistry, Physics
-
- 25 Mechanical engineering
-
- 26 Language, mathematics, environment, art history
-
- 27 Greek Language/ Literature
-
- 28 English Language/ Literature
-
- 29 Graphic design and computer graphics
-
- 30 Linguistics
-
- 31 Modern Greek as a second/foreign language
-
- 32 Mathematics
-
- 33 English and French
-
- 34 Aesthetics
-



Q6 Your qualifications

Answered: 35 Skipped: 0



ANSWER CHOICES	RESPONSES	
Bachelor's degree or equivalent	37.14%	13
Master's degree or equivalent	37.14%	13
Ph.D.	17.14%	6

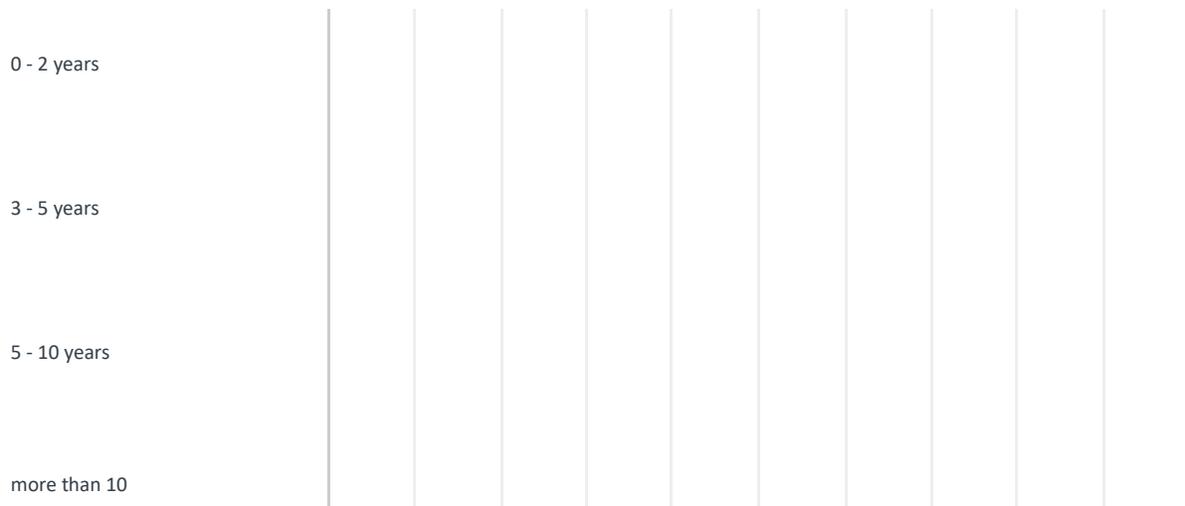
Diploma	5.71%	2
Certificate	0.00%	0
Vocational education	2.86%	1
Other (please specify)	0.00%	0
TOTAL		35

#	OTHER (PLEASE SPECIFY)	DATE
---	------------------------	------

There are no responses.

Q7 Your experience in teaching/training migrants in particular (either exclusively, or in mixed classes).

Answered: 35 Skipped: 0





Erasmus+



years

0%



10%

20%

30%

40%

50%

60%

70%

80%

90%

100%

ANSWER CHOICES

RESPONSES

0 - 2 years

40.00%

14

3 - 5 years

20.00%

7

5 - 10 years

8.57%

3

more than 10 years

31.43%

11

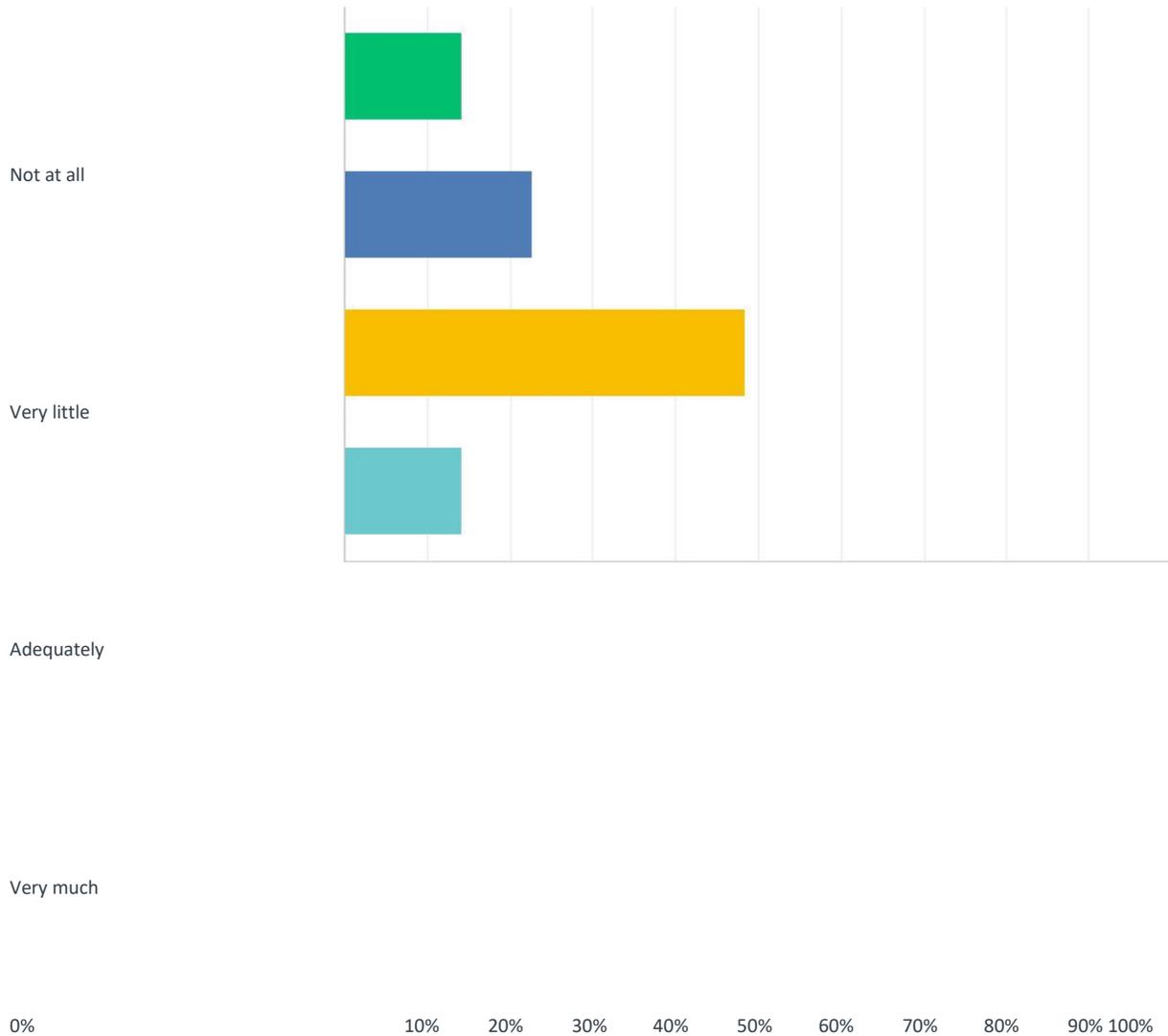
TOTAL

35



Q8 Key concepts of culture and communication in the classroom (cultural identity, intercultural communication, communicative competence, intercultural competence etc.)

Answered: 35 Skipped: 0

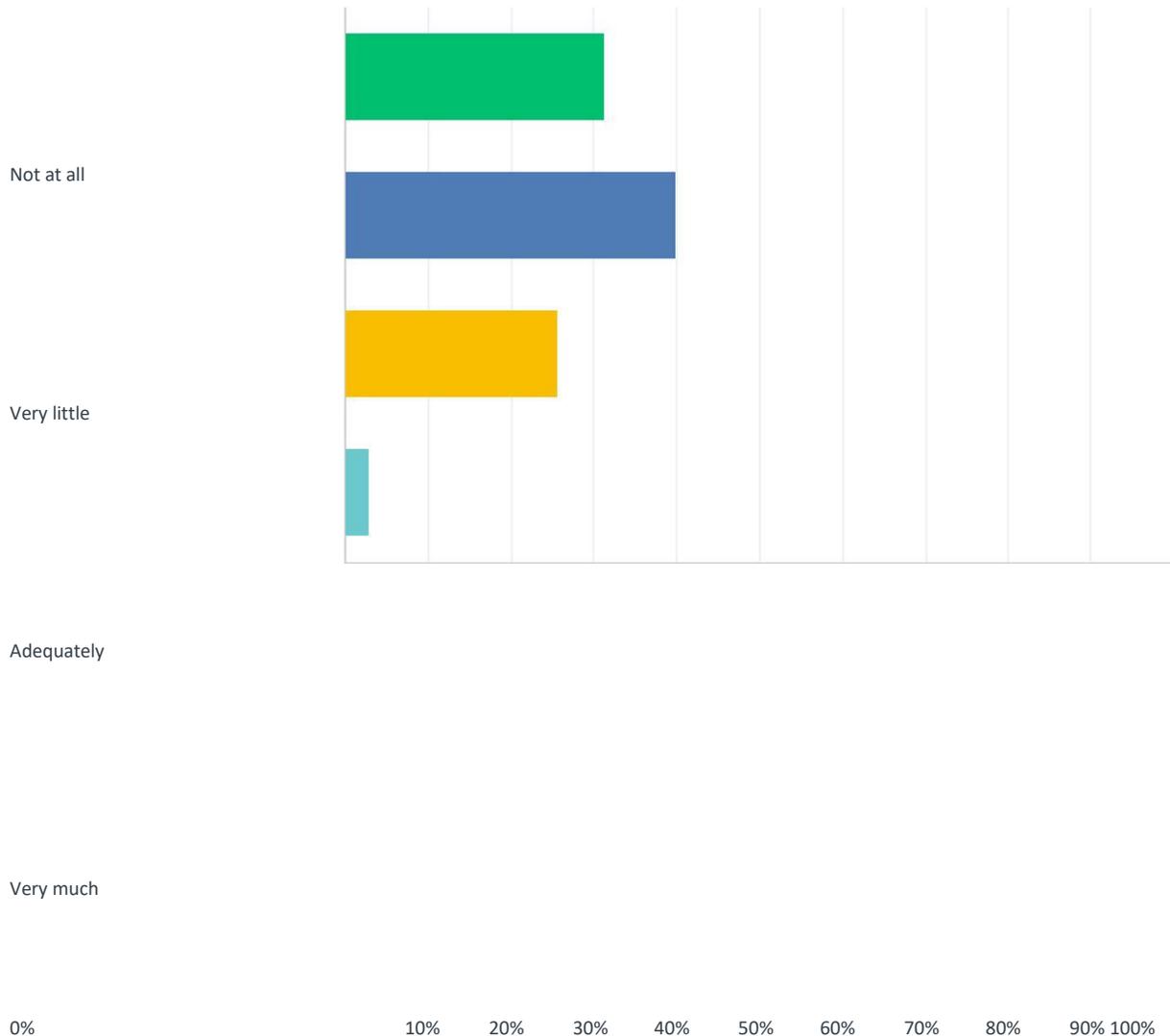


ANSWER CHOICES	RESPONSES	
Not at all	14.29%	5

Very little	22.86%	8
Adequately	48.57%	17
Very much	14.29%	5
TOTAL		35

Q9 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:

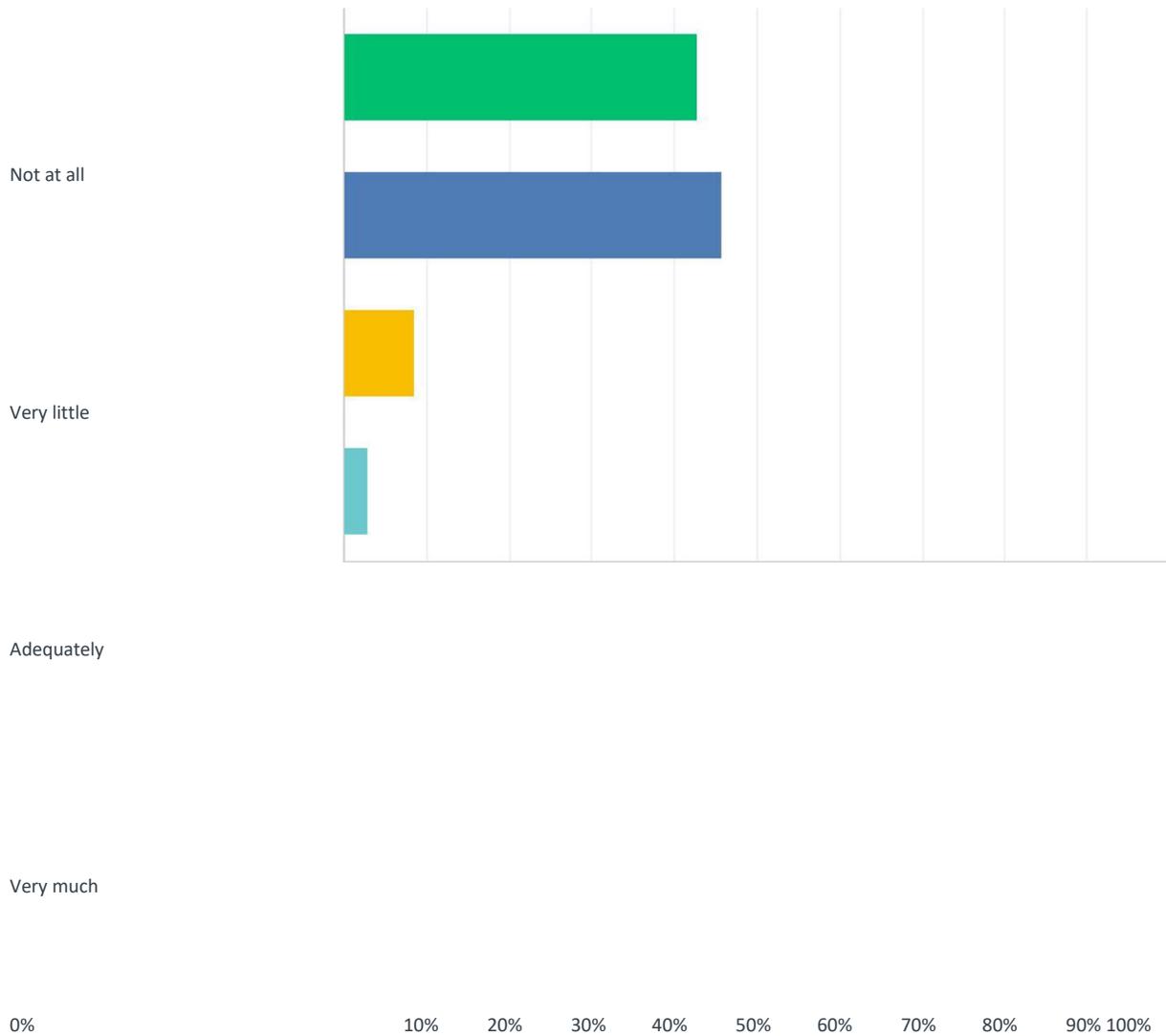
Answered: 35 Skipped: 0



ANSWER CHOICES	RESPONSES	
Not at all	31.43%	11
Very little	40.00%	14
Adequately	25.71%	9
Very much	2.86%	1
TOTAL		35

Q10 Legislative framework for the education of migrants:

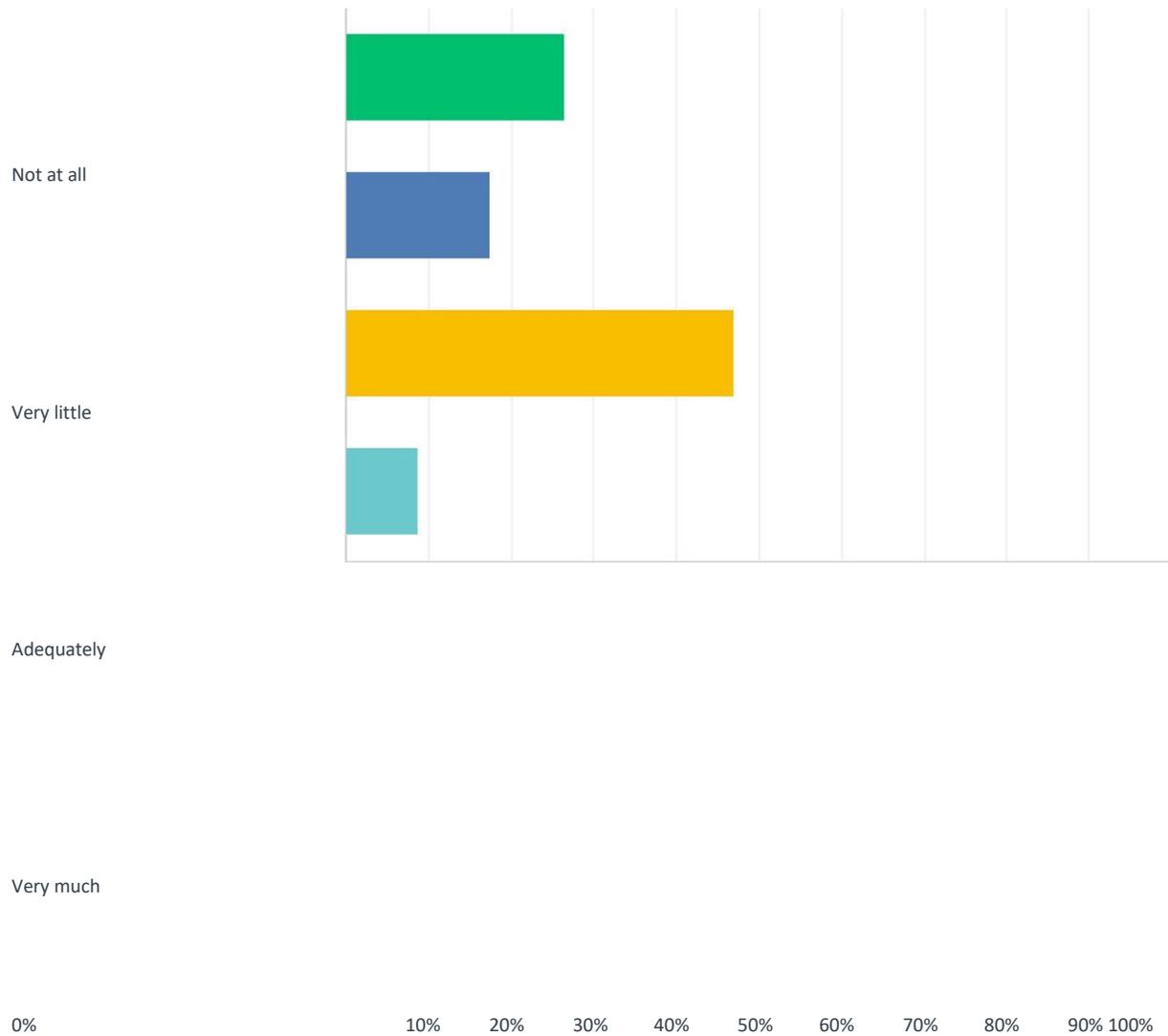
Answered: 35 Skipped: 0



ANSWER CHOICES	RESPONSES	
Not at all	42.86%	15
Very little	45.71%	16
Adequately	8.57%	3
Very much	2.86%	1
TOTAL		35

Q11 Bilingual/ multilingual education:

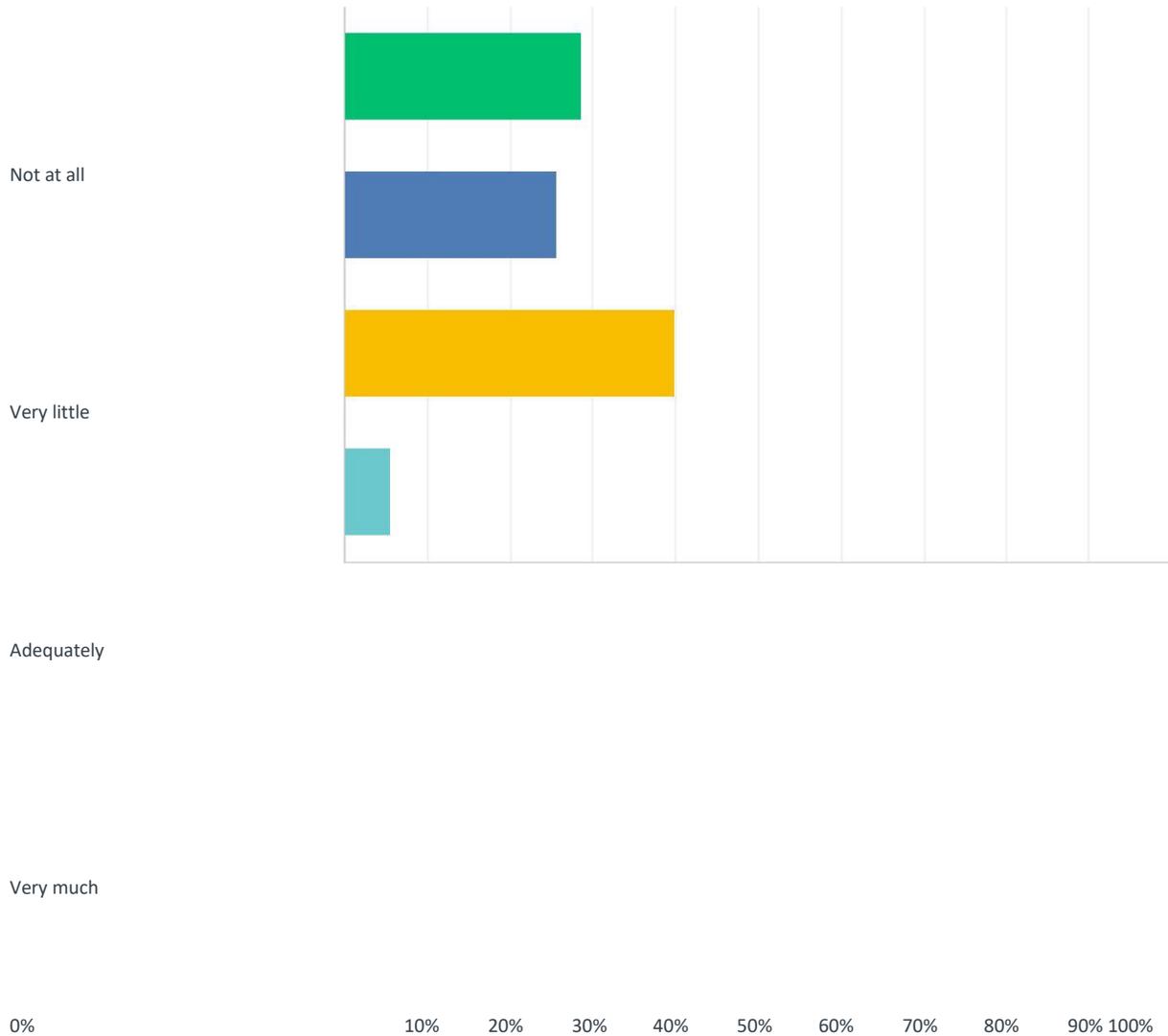
Answered: 34 Skipped: 1



ANSWER CHOICES	RESPONSES	
Not at all	26.47%	9
Very little	17.65%	6
Adequately	47.06%	16
Very much	8.82%	3
TOTAL		34

Q12 Educational models, such as the assimilation model, models of multicultural /intercultural education, inclusion of the other etc.:

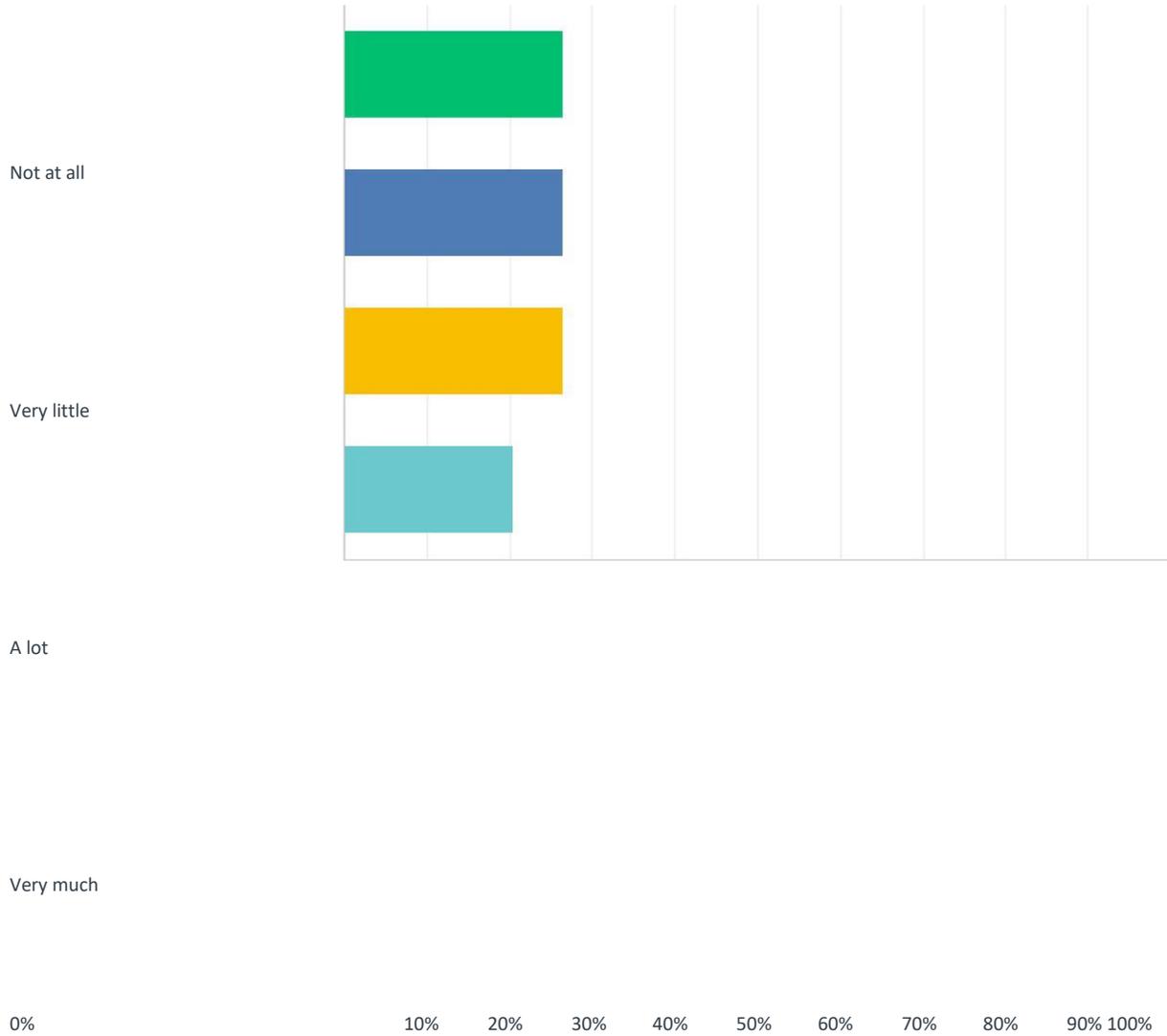
Answered: 35 Skipped: 0



ANSWER CHOICES	RESPONSES	
Not at all	28.57%	10
Very little	25.71%	9
Adequately	40.00%	14
Very much	5.71%	2
TOTAL		35

Q13 Multicultural class management:

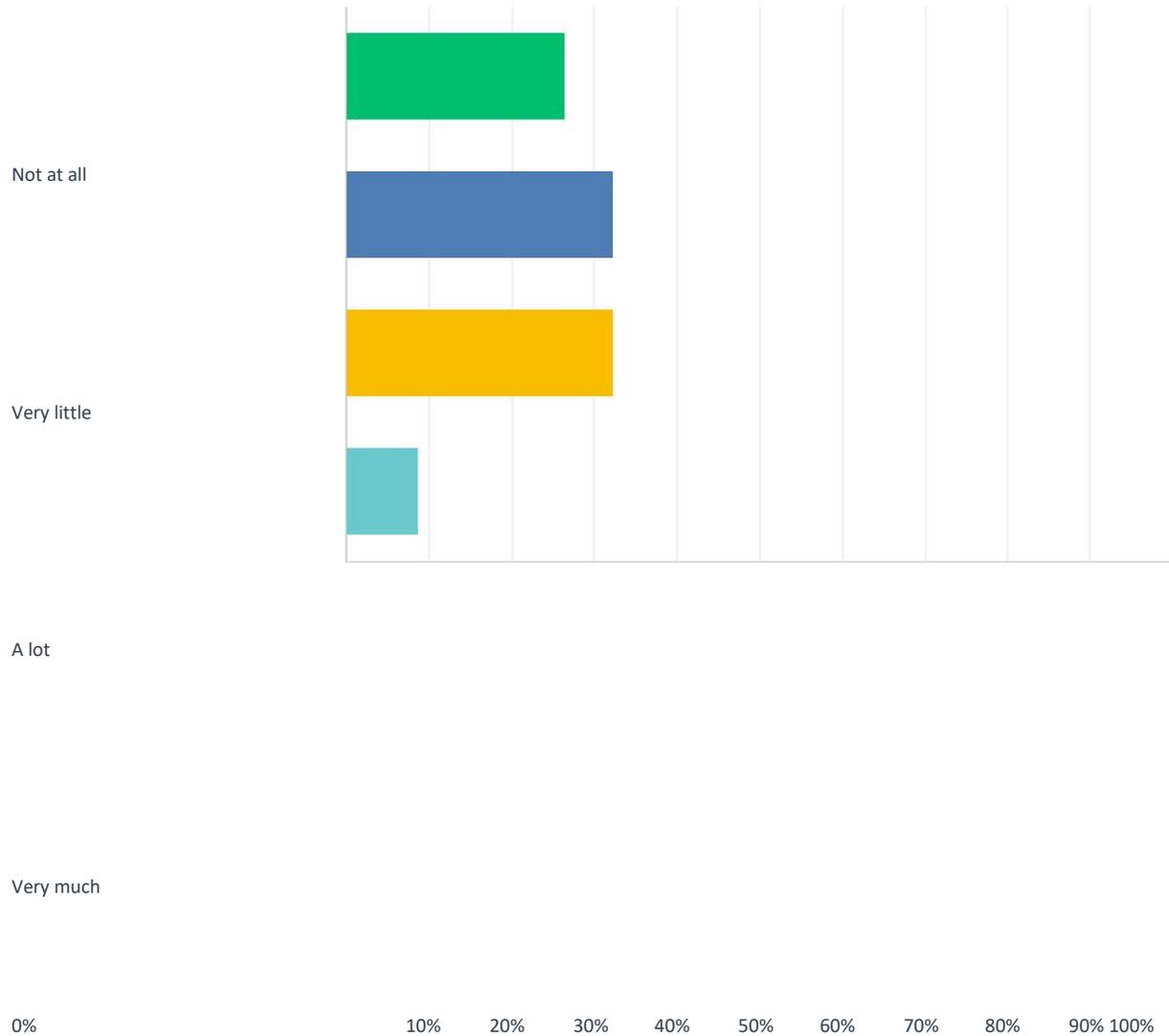
Answered: 34 Skipped: 1



ANSWER CHOICES	RESPONSES	
Not at all	26.47%	9
Very little	26.47%	9
A lot	26.47%	9
Very much	20.59%	7
TOTAL		34

Q14 Intercultural perspectives of time, work and leisure:

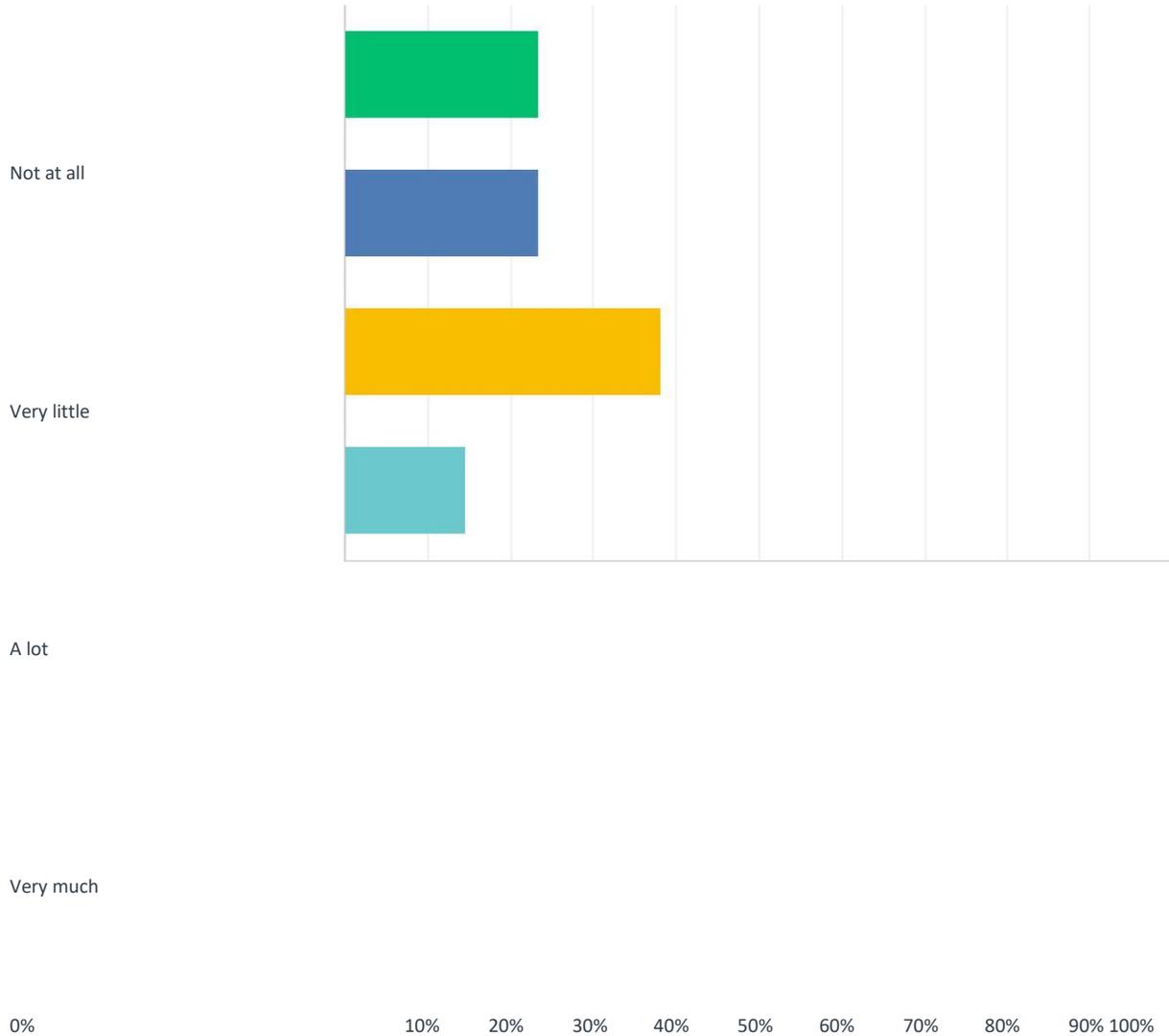
Answered: 34 Skipped: 1



ANSWER CHOICES	RESPONSES	
Not at all	26.47%	9
Very little	32.35%	11
A lot	32.35%	11
Very much	8.82%	3
TOTAL		34

Q15 Intercultural dimension of dignity:

Answered: 34 Skipped: 1



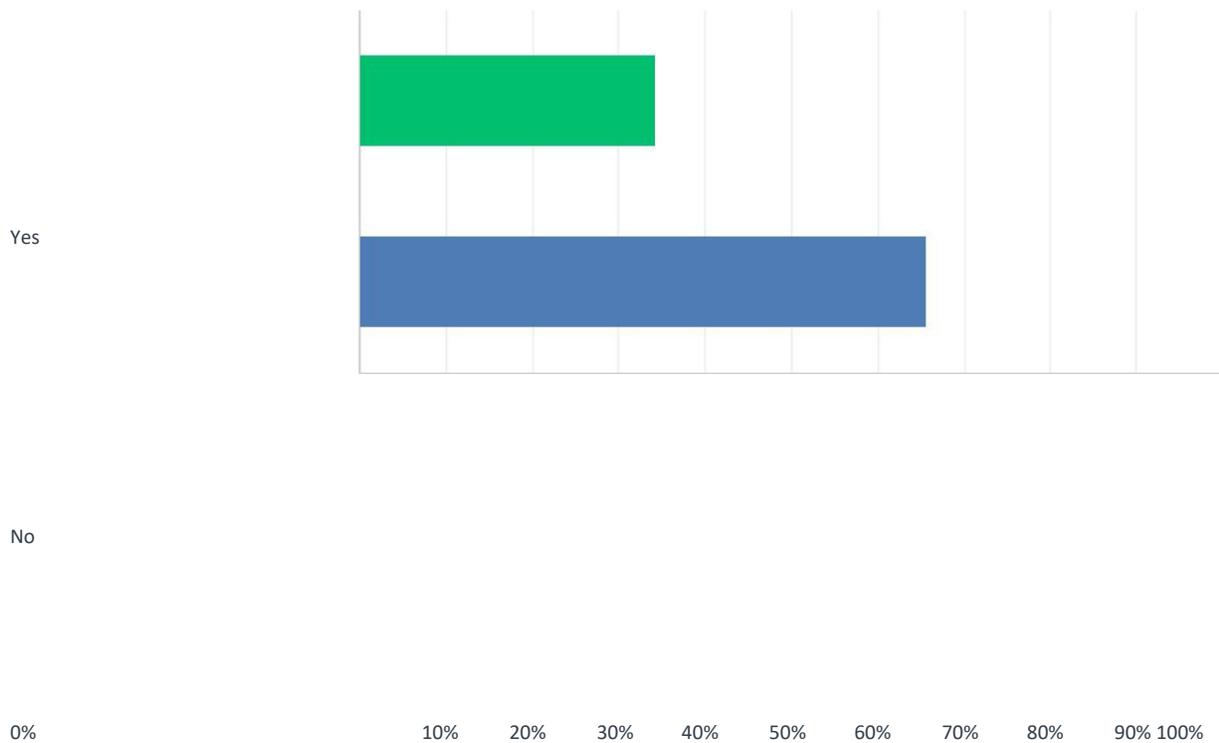
ANSWER CHOICES	RESPONSES	
Not at all	23.53%	8
Very little	23.53%	8
A lot	38.24%	13
Very much	14.71%	5
TOTAL		34

Second section: “EVALUATION OF TRAINING COURSES ATTENDED”

This section includes information about previous courses on Intercultural education that the participants to this survey might have attended, the reasons for doing so and an evaluation of such courses.

Q16 Have you attended educational programmes/ seminars in Intercultural Training?

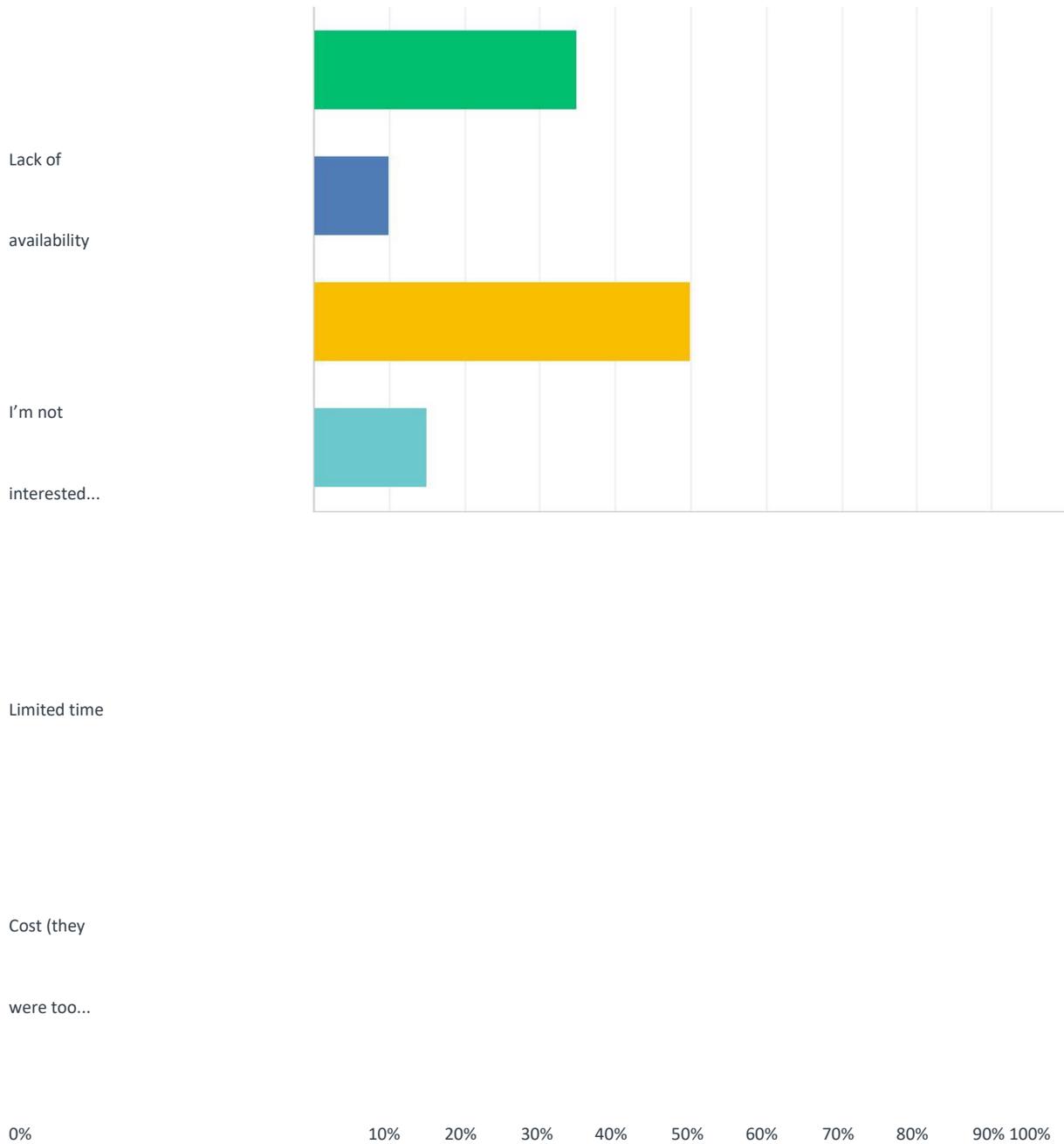
Answered: 35 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	34.29%	12
No	65.71%	23
TOTAL		35

Q17 If not, why? Then, go directly to section C

Answered: 20 Skipped: 15

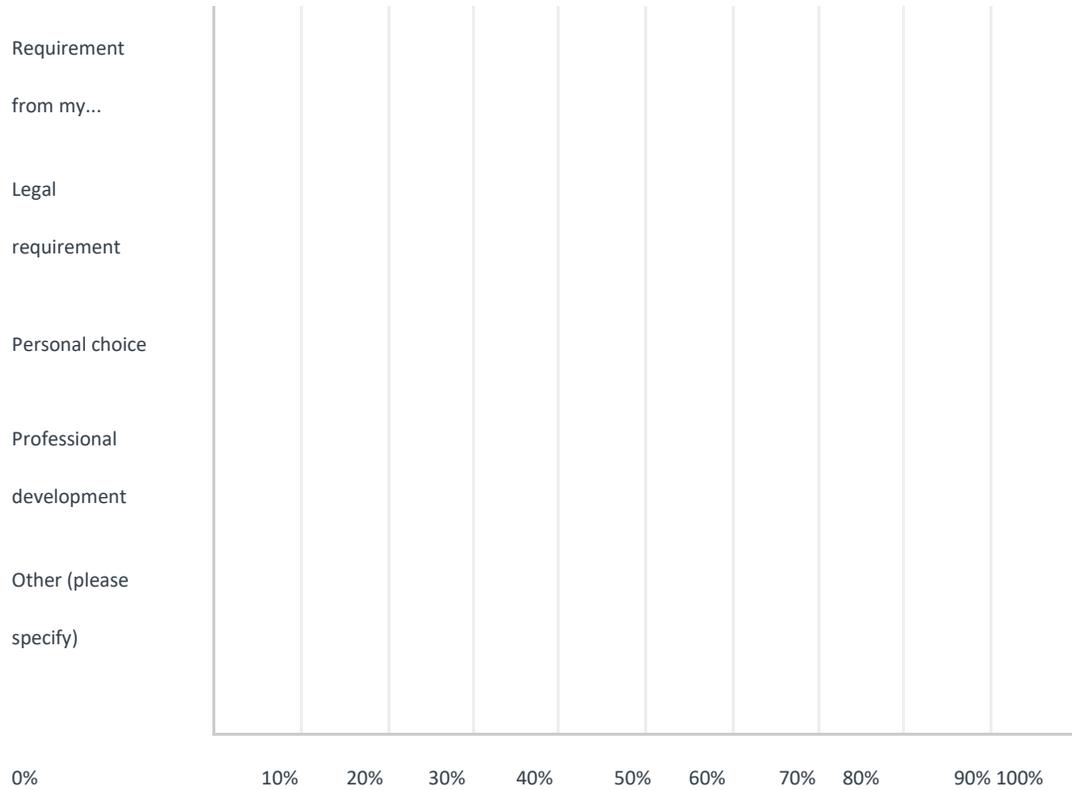


ANSWER CHOICES	RESPONSES	
Lack of availability	35.00%	7
I'm not interested (it's not my priority)	10.00%	2
Limited time	50.00%	10
Cost (they were too expensive)	15.00%	3

Total Respondents: 20

Q18 If yes, what motivated you to take part in this training?

Answered: 12 Skipped: 23



ANSWER CHOICES	RESPONSES
Requirement from my institution	8.33% 1
Legal requirement	0.00% 0
Personal choice	66.67% 8
Professional development	58.33% 7

Other (please specify)

0.00% 0

Total Respondents: 12

#	OTHER (PLEASE SPECIFY)	DATE
---	------------------------	------

There are no responses.

Q19 Briefly describe the most successful course according to the following categories:

Answered: 12 Skipped: 23

ANSWER CHOICES

Mode of delivery (e.g. online, face-to-face, blended)

Topic

Level

Course provider

Duration

Were migrants involved in the training?

Learning outcomes

Assessment

Certificate (please indicate whether this was credit-bearing)

#	MODE OF DELIVERY (E.G. ONLINE, FACE-TO-FACE, BLENDED)
1	Blended
2	Online
3	Online



4 Blended

5 Face to face

6 Blended

7 Face to face

8 Face to face

9 Face to face

10 Face to face

11 face-to-face

TOPIC

1 Intercultural influences in the workplace

2 Special education

3 Inclusion of ethnic, linguistic and cultural diversity in the classroom

4 Teaching Greek as a foreign language

5 Psychology

6 Education

7 Intercultural Training

8 Intercultural Training





9 Autonomy

10 Intercultural Training

11 Intercultural

LEVEL

1 Lower

2 Master

3 B2

COURSE PROVIDER

1 Hilton Human Resources

2 Hellenic Open University

3 University of Nicosia

4 University of Nicosia

5 INDIBM, IDEKE

6 School

7 EELI - European Education and Learning Institute

8 EELI - European Education and Learning Institute

9 Aristotle University of Thessaloniki

10 EELI - European Education and Learning Institute





#	DURATION
1	1 week
2	1,5
3	4 months
4	1 hour
5	420 hours
6	8 hours
7	8 hours
8	2-day sumposium
9	8 hours
10	1 month

#	WERE MIGRANTS INVOLVED IN THE TRAINING?
1	Yes
2	Yes
3	No
4	No
5	No





6 Yes

7 No

8 No

9 No

10 Yes

11 No

12 No

LEARNING OUTCOMES

1 Adult education

2 Yes

3 Good

4 Inclusion

5 Insights on teaching ESL

6 Intercultural skills

7 Intercultural skills

ASSESSMENT

1 Very good

2 Satisfactory





3 Well structured, organized and good content

4 Yes

5 Yes

6 Yes

7 Peer monitoring

CERTIFICATE (PLEASE INDICATE WHETHER THIS WAS CREDIT-BEARING)

1 Yes

2 Yes

3 Yes, no credits

4 Yes

5 No

6 Yes

7 Yes, no credits

8 Yes, no credits

9 Yes, it was. I received an attendance certificate

10 Yes, no credits

11 Yes, no credits



Q20 Briefly describe the least successful course according to the following categories:

Answered: 1 Skipped: 34

ANSWER CHOICES

Mode of delivery (e.g. online, face-to-face, blended)	1
Topic	1
Level	1
Course provider	0
Duration	1
Were migrants involved in the training?	1
Learning outcomes	0
Assessment	0
Certificate (please indicate whether this was credit-bearing)	1

MODE OF DELIVERY (E.G. ONLINE, FACE-TO-FACE, BLENDED)

1 Online

TOPIC





1 Research

LEVEL

1 Seminar

COURSE PROVIDER

There are no responses.

DURATION

1 60 hours

WERE MIGRANTS INVOLVED IN THE TRAINING?

1 No

LEARNING OUTCOMES

There are no responses.

ASSESSMENT

There are no responses.

CERTIFICATE (PLEASE INDICATE WHETHER THIS WAS CREDIT-BEARING)

1 No



Q21 Please evaluate the above- mentioned best course according to the following. Consider that 1 is the lowest value and 5 the highest.

Answered: 10 Skipped: 25

ANSWER CHOICES

Quality of material, e.g. coherence, clarity, logical development	8
User-friendly	8
Relevance to your actual needs	7
Relevance to the needs of the migrants	7
Interactivity of the material	7
Duration of the course	6
Applicability; Have you actually applied what you learnt? How?	9
Possibility of networking with other users. Please specify	5
Presentation of case studies (examples from real life). Were they relevant to your practice? Please describe	9
Suggestions for practical / hands-on activities. Please specify	5
Comments:	0

QUALITY OF MATERIAL, E.G. COHERENCE, CLARITY, LOGICAL DEVELOPMENT

1 It was through webinar and took place in a room for a week



2 Relevant to my profession. Problem management. Good material

3 4

4 Satisfactory quality of material

5 3. Poor material, no practice

6 5

7 Adequately provided by the organizers

8 5

USER-FRIENDLY

1 Yes

2 Yes

3 5

4 Yes

5 5

6 5

7 Yes

8 4





RELEVANCE TO YOUR ACTUAL NEEDS

1 Yes

2 Yes

3 5

4 Yes

5 3

6 5

7 4

RELEVANCE TO THE NEEDS OF THE MIGRANTS

1 Yes

2 Yes

3 4

4 Yes

5 0

6 4

7 4

INTERACTIVITY OF THE MATERIAL

1 Yes





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2 Yes

3 4

4 Yes

5 2

6 4

7 3

DURATION OF THE COURSE

1 Yes

2 5

3 Yes

4 5

5 3

6 3

APPLICABILITY; HAVE YOU ACTUALLY APPLIED WHAT YOU LEARNT? HOW?

1 Yes, in classes with adult students

2 No

3 4. Yes, with respect and acceptance to ethnic, linguistic and cultural diversity. Also, by adapting the content of teaching with an emphasis on collaborative learning





4 Yes, I have applied what I have learned in the lessons I have done

5 In class

6 4. Not at all

7 3. Yes, sometimes

8 Yes, I have as I teach classes which consist of children of migrant families from various backgrounds

9 4 yes, sometimes

POSSIBILITY OF NETWORKING WITH OTHER USERS. PLEASE SPECIFY

1 Yes, e-class

2 3. online exchange of views and opinions

3 3

4 5

5 3

PRESENTATION OF CASE STUDIES (EXAMPLES FROM REAL LIFE). WERE THEY RELEVANT TO YOUR PRACTICE? PLEASE DESCRIBE

1 I was a financial controller because I was responsible for several departments - 7 staff members were immigrants. It was important to learn behavioral tactics and how to handle cultural differences in the professional field

2 How to organize working group





3 No

4 3. I was impressed by a case study about a teacher that tried to include a migrant student originally marginalized in the teaching process

5 No, they weren't

6 2

7 4

8 Presentation of different situations in various countries in which migrant family children had to integrate in the public education system

9 4 We do not have many migrants students

SUGGESTIONS FOR PRACTICAL / HANDS-ON ACTIVITIES. PLEASE SPECIFY

1 3. More group work, informal learning environments, students could choose the teaching subject once a week, connection of knowledge with experience and feelings

2 1

3 4

4 Teaching language through Art (esp Music)

5 3

COMMENTS:

There are no responses.





Q22 Please evaluate the above-mentioned worst course according to the following. Consider that 1 is the lowest value and 5 the highest.

Answered: 1 Skipped: 34

ANSWER CHOICES

Quality of material, e.g. coherence, clarity, logical development	1
User-friendly	1
Relevance to your actual needs	1
Relevance to the needs of the migrants	1
Interactivity of the material	1
Duration of the course	1
Applicability; Have you actually applied what you learnt? How?	1
Possibility of networking with other users. Please specify	1
Presentation of case studies (examples from real life). Were they relevant to your practice? Please describe	1
Suggestions for practical / hands-on activities. Please specify	1
Comments:	0

QUALITY OF MATERIAL, E.G. COHERENCE, CLARITY, LOGICAL DEVELOPMENT

1 2



USER-FRIENDLY

1 3

RELEVANCE TO YOUR ACTUAL NEEDS

1 2

RELEVANCE TO THE NEEDS OF THE MIGRANTS

1 0

INTERACTIVITY OF THE MATERIAL

1 1

DURATION OF THE COURSE

1 2

APPLICABILITY; HAVE YOU ACTUALLY APPLIED WHAT YOU LEARNT? HOW?

1 2. Yes

POSSIBILITY OF NETWORKING WITH OTHER USERS. PLEASE SPECIFY

1 No

PRESENTATION OF CASE STUDIES (EXAMPLES FROM REAL LIFE). WERE THEY RELEVANT TO YOUR PRACTICE? PLEASE DESCRIBE

1 No

SUGGESTIONS FOR PRACTICAL / HANDS-ON ACTIVITIES. PLEASE SPECIFY

1 2





COMMENTS:

Q23 Was there anything missing from the course(s)?

Answered: 8 Skipped: 27

RESPONSES

1 Crisis and time management

2 No

3 practical examples were not enough, more analysis of case studies

4 No

5 Practice in real life

6 I would like more time for interaction with colleagues and sharing experiences

7 No

8 No

Q24 How did the course(s) change your thinking patterns, your attitudes and perceptions?

Answered: 6 Skipped: 29

RESPONSES





- 1 I was able to see how theoretical approaches are applied in my profession

- 2 After these course, I was able to see diversity as a challenge and a creative source of learning and not as a source of anxiety and weakness

- 3 I expanded my knowledge and by applying them I got more familiar with other cultures

- 4 using new methods and techniques taught and shared with colleagues

- 5 I now have a new perspective on how to teach to migrants students

- 6 Yes, I am more aware of the difficulties that a migrant might face

Q25 Did the course(s) ultimately change the way you teach? If so, in what way(s)?

Answered: 9 Skipped: 26

#	RESPONSES
1	The course made me more effective to the requirements of my students
2	Yes
3	Yes, by learning new teaching and pedagogical techniques and strategies
4	I enriched my way of teaching, following the main guidelines of the educational courses
5	No, they didn't





6 I included technology

7 I learned new methods and techniques but it's a little bit difficult to put them into practice in my class.

8 No, because we do not have migrant students in these classes

9 Not particularly

Third section: "SUGGESTIONS"

This section presents comments and suggestions on the material an intercultural education programme should include.

Q26 What should a training programme for educators teaching adult migrants include?

Answered: 32 Skipped: 3

#	RESPONSES
1	Learning the language of migrant learners. Basic principles of developmental psychology for teachers. Case studies and analysis of migrant learners' and immigrants' profiles and educational needs. Cultural preparation of migrant learners by introducing to them the culture of the host country (customs, traditions, possible racist tendencies, etc.), in order to adjust to the new environment more gently. Active educational techniques.
2	It must include the value of cultural differences, intercultural communication, psychology and frame of mind of the immigrant and of adult students
3	It would me nice to include the different educational behaviors in other countries





-
- 4 It should include flexible teaching techniques as well as ways of managing the heterogeneity often found in intercultural education programmes.
-
- 5 Training in identifying and accepting diversity and polymorphism. Training in searching for sources of information about culture, customs and traditions, and including this information to the structure of the training seminar. Intercultural adult groups management
-
- 6 Educators should be able to introduce to migrants the customs, traditions and habits of our country while respecting the different life they lived before. They should be able to integrate them into the local community without losing their cultural identity.
-
- 7 A training programme for educators focused on teaching adult learners
-
- 8 New techniques, intercultural conflict management
-
- 9 Computer use, practical training, conflict management, counseling, psychology
-
- 10 How to approach diversity, psychology of migrants, problems and issues of their social integration, integration in education and educational techniques, interpersonal relationships, social interaction
-
- 11 1. Training educators on how to implement structured educational programmes that with include modules of every science (language, physics, mathematics, history, social education, political science etc.) 2. Training educators on providing additional teaching support to students by subject, such as language and literature (grammar rules, syntax, spelling etc.) 3. Raise awareness and training educators on how to connect the theoretical knowledge and the modules mentioned, with specific experiences and stimulus in the host countries of the migrants
-
- 12 Strengthen networks of educators in order to exchange new knowledge and practices. To promote the communication and information among trainers, educators, stakeholders and relative



professionals.

-
- 13 Recognize and support diversity, promote mutual acceptance and respect, fight against racism and xenophobia, teaching immigrants' cultures, religions and any specific characteristics of their culture.
-
- 14 Methods to identify migrants' educational level and their educational and training needs. Ways to analyse the legal, social and economic framework of migration. Analyse the problems and barriers in migrants' education and generally their special characteristics
-
- 15 Intercultural management techniques with emphasis on the peculiarities of the subject.
Understanding their culture and heritage
-
- 16 Intercultural management techniques with emphasis on the peculiarities of the subject.
Educational needs according to the level of immigrants
-
- 17 Theoretical knowledge on the subject, teaching methodology, psycho-pedagogical awareness, reinforcement of positive self-perception, development of teachers' creativity, administrative and consulting issues
-
- 18 Teaching plan/ templates
-
- 19 Teaching approaches used in integration training workshops with emphasis to the strategies used
-
- 20 Particularities in teaching of migrants, particular needs of migrants, good practices in education
-
- 21 Intercultural competences
-
- 22 Information about their culture



- 23 Ways to approach adult immigrants, effective ways to evaluate migrants' educational needs, active listening, adult learning models, activities to reinforce empathy, multicultural classroom management, migrant education models, activities to develop intercultural competences
-
- 24 how to overcome language difficulties, how to approach people who have experienced trauma.
Teaching methods of local cultures
-
- 25 In my opinion, anyone involved in teaching adult migrants should have some kind of knowledge of cultural background prevalent in the country where the migrant comes from
-
- 26 A training programme that would include a multicultural programme so that it will be more interesting for everyone
-
- 27 Basic principles of teaching, Knowledge in the teaching of specific phenomena, Theory of multicultural classroom management, Basic principles of intercultural communication, Basic information of the legal framework concerning refugees and immigrants (general and specific for education).
-
- 28 In addition to the theoretical training, it is important to practice, either through exercises or scenarios of different situations
-
- 29 Must be interactive and to include audiovisual media
-
- 30 Many practical and applicable techniques. Not theory but examples of situation management.
-
- 31 Guidelines in conflict management and education tools/ techniques for students that don't speak Greek well.
-
- 32 I don't know

Q27 Which skills and competencies do you consider fundamental for intercultural education (e.g. intercultural competence, active listening, intercultural conflict management)?

Answered: 33 Skipped: 2

#	RESPONSES
1	Active listening and development of intercultural competences. Acceptance and reinforcement of the ethnic and cultural identity of each migrant. Active and experiential teaching methods instead of the traditional one.
2	Active listening, emotional intelligence, body language, intercultural conflict management, team building
3	Active listening, different learning techniques, what is the learning process in other cultures, patience & understanding
4	Managing potential problems that may arise during the lesson, identifying the educational needs of the students and adjusting the lesson based on them.
5	Active listening. Empathy. Information
6	Composure, versatility, patience, persistence, and deep knowledge of the subject to be taught
7	Teacher as consultant, active listening, conflict and time management
8	Empathy, flexibility, open-mindedness





9	Empathy, respect for diversity, opposition to Cultural Deficit Theory
10	Anti-racist and intercultural approach in education, knowledge of social identity theory, management of social interaction
11	1. Knowledge of the institutional, social and political values of the culture of the other 2. Understanding, respect and tolerance of the culture of the other 3. Understanding the history and the value of every religion by accepting, recognizing and respecting the other's right to choose his social values and religious beliefs
12	It is important to be aware and to understand that our personal stereotypes and prejudices influence the teaching process of the socially sensitive groups. So, it is very important to know how to effectively manage intercultural conflicts.
13	Open-mindedness, acceptance to diversity, easiness to learn languages
14	Importance of values such as acceptance. Skills such as empathy, creativity and teaching techniques and strategies that interest and motivate students and create a positive and pleasant teaching atmosphere.
15	Communication skills in order to solve immigrants' problems according to the culture and the European Union strategies. Intercultural conflict management techniques
16	Respect for the cultural and heritage of immigrants. Understanding their special characteristics and smooth inclusion in education
17	Active listening, intercultural conflict management, empathy, solidarity, respect and tolerance of other cultures and social roles, intercultural communication and teamwork skills, free of prejudices





and power relation, intercultural sensitivity

18	Active listening, intercultural conflict management, bilingualism
----	---

19	operational culture, guidance counselling, planning of individual study plans
----	---

20	Intercultural conflict management, understanding the particularities of different cultures
----	--

21	Intercultural competences, active listening,
----	--

22	Intercultural competences, active listening
----	---

23	All of them
----	-------------

24	Active listening, intercultural conflict management, understanding and respecting people from different cultural backgrounds, developing and improving relationships between migrants, accepting different cultures, empathy, flexibility, adaptability, cooperation.
----	---

25	Intercultural conflict management, psychological support/ empathy to migrants
----	---

26	Active listening, intercultural conflict management, ability to speak the language used for teaching, open mindedness and definitely empathy
----	--

27	Active listening and intercultural competences
----	--

28	Basic theoretical knowledge about culture and interculturalism, intercultural approach in teaching, intercultural communication skills, knowledge of legal framework and the living conditions of refugees / migrant students. Active listening skills (with emphasis on adult communication),
----	--



knowledge of different communication styles, knowledge and skills related to conflict diagnosis and management, empathy, professional ethics and code of practice.

29	Empathy, get familiar with diversity, intercultural awareness
----	---

30	Intercultural conflict management, communication
----	--

31	Conflict management, transfer of knowledge, intercultural competences
----	---

32	conflict and immigration trauma management, empathy
----	---

33	Active listening and generally various techniques used in intercultural education, conflict management
----	--

➤ **UK findings:**

Participants remain anonymous in the results presented below. Instead, they have been numbered from 1-28. These numbers remain consistent throughout the presented results, and can always be found in the left column in **bold**. If a participant's numbers is not in the presented results, or if an answer is presented as *n/g* (not given), it means that the participant left the answer blank.

3.2.1 Findings related to participants' previews training experiences

A. BACKGROUND AND EXPERIENCE

Full Name

Answers not presented to respect participants' anonymity in accordance with interview ethics.

Age and Country of Origin



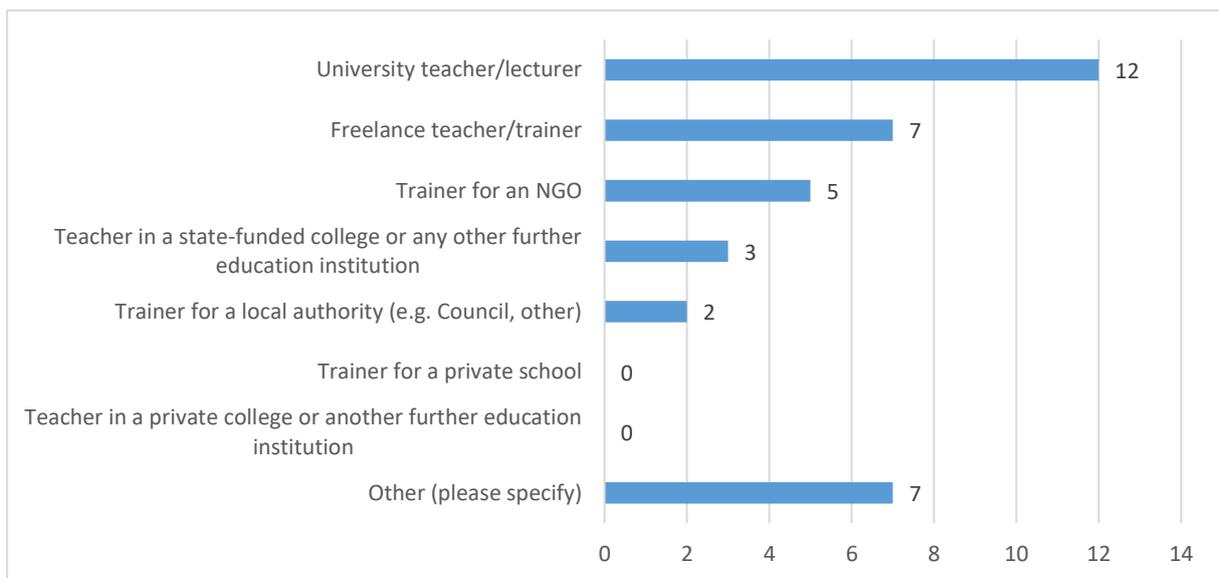
Nr	Age	Country of Origin
1	36	United Kingdom
2	39	Scotland
3	27	Greece
4	42	United Kingdom
5	49	Scotland
6	43	Poland
7	54	United Kingdom
8	37	Scotland
9	29	Greece
10	39	Germany
11	45	United Kingdom
12	54	United Kingdom
14	50	Iran
15	39	Greece
16	n/g	United Kingdom
18	35	Scotland
19	38	Germany
21	36	Spain
22	n/g	United Kingdom
23	34	France
24	35	Ghana
26	71	United Kingdom
27	n/g	United Kingdom

28	n/g	United Kingdom
----	-----	----------------

A1. Occupation

1	Assistant Curator in Higher Education Institute
2	University teacher/lecturer, Freelance teacher/trainer
3	Freelance teacher/trainer
4	University teacher/lecturer
5	Teacher in a state-funded college or any other further education institution
6	University Librarian/Freelance software engineer
7	Trainer for an NGO, English Language coordinator for a NGO
8	University teacher/lecturer
9	Freelance teacher/trainer
10	University teacher/lecturer
11	University teacher/lecturer
12	Volunteer teacher
13	Teacher in a state-funded college or any other further education institution
14	Trainer for a local authority (e.g. Council, other), Trainer for an NGO, Freelance teacher/trainer
15	University teacher/lecturer
16	Trainer for a local authority (e.g. Council, other)
17	Teacher in a state-funded college or any other further education institution
18	Art & Community Worker
19	University teacher/lecturer, Freelance teacher/trainer
20	Teacher at the French Institute

21	Freelance teacher/trainer
22	University teacher/lecturer
23	University teacher/lecturer, Trainer for an NGO, Freelance teacher/trainer
24	Trainer for an NGO
25	University teacher/lecturer
26	College lecturer. Special needs teacher (retired). Children and Adults with early disability
27	University teacher/lecturer
28	University teacher/lecturer



Of which others:

- Assistant Curator in Higher Education Institute (Edinburgh University)
- Freelance software engineer
- Tainer for an NGO



- Volunteer teacher
- Art & Community Worker
- Teacher at the French Institute
- College lecturer. Special Needs Teacher (retired).

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

1	Interdisciplinary: collections/curating; post/modernism; Design subjects and Visual arts; music ; social sciences
2	Art and Photography
3	Greek Language
4	Art
5	Contemporary Art & Design
6	IT; Coding; Node JS
7	ESOL ⁴
8	Philosophy
9	English as an additional language - EAL
10	Tourism
11	Film and Visual Culture
12	English as a secondary language
13	Dyslexia
15	TESOL ⁵ Methodology

⁴ ESOL: English to Speakers of Other Languages

⁵ TESOL: Teachers of English to Speakers of Other Languages

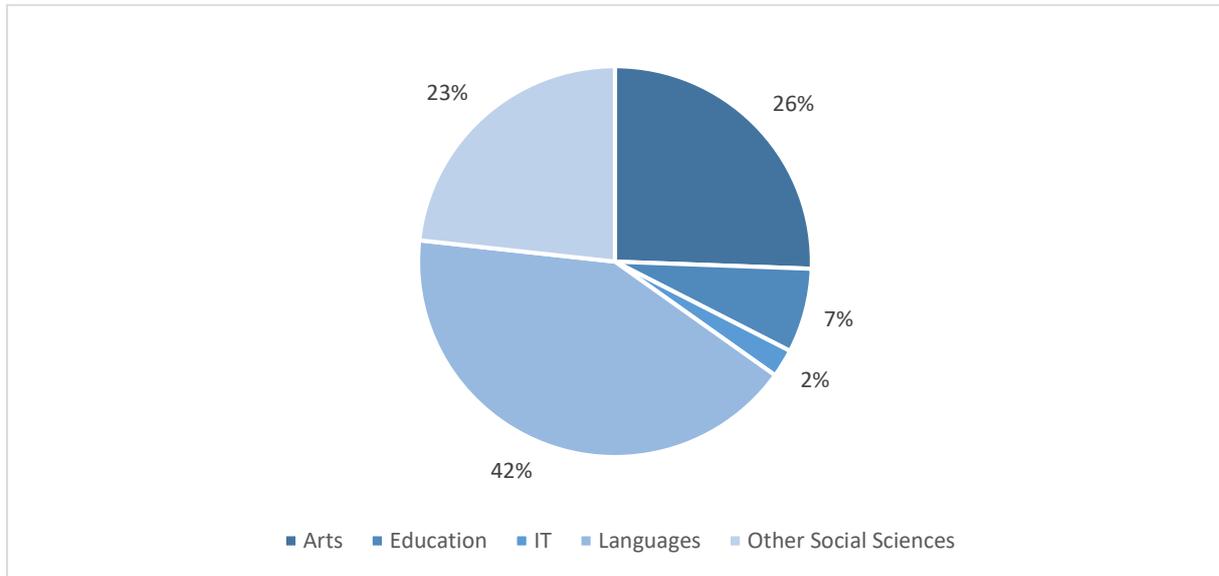




16	Organising and delivering training for Community Education Workers; project managing EU funded project delivering literacies for employability for young people and adults.
17	Dyslexia
18	I work for a socially engaged arts organisation, so teaching is not the bulk of our work. However, we do offer varied project-led and skillshare opportunities in our community, from horticulture to cookery to Doric language
19	German/English as a foreign language, translation & interpreting
20	French (as a foreign language)
21	Spanish
22	English for Academic Purposes, Cultural Studies, Teacher development
23	French
24	languages
25	Academic practice / academic enhancement
26	English, French, and Primary Education
27	English for Academic Purposes, Intercultural Communication in the Workplace
28	English, TESOL, politics, cultural studies

Dividing the named subjects amongst the categories *arts, education, IT, languages* and *other social sciences*, presents the following results:





A3. Your Qualifications

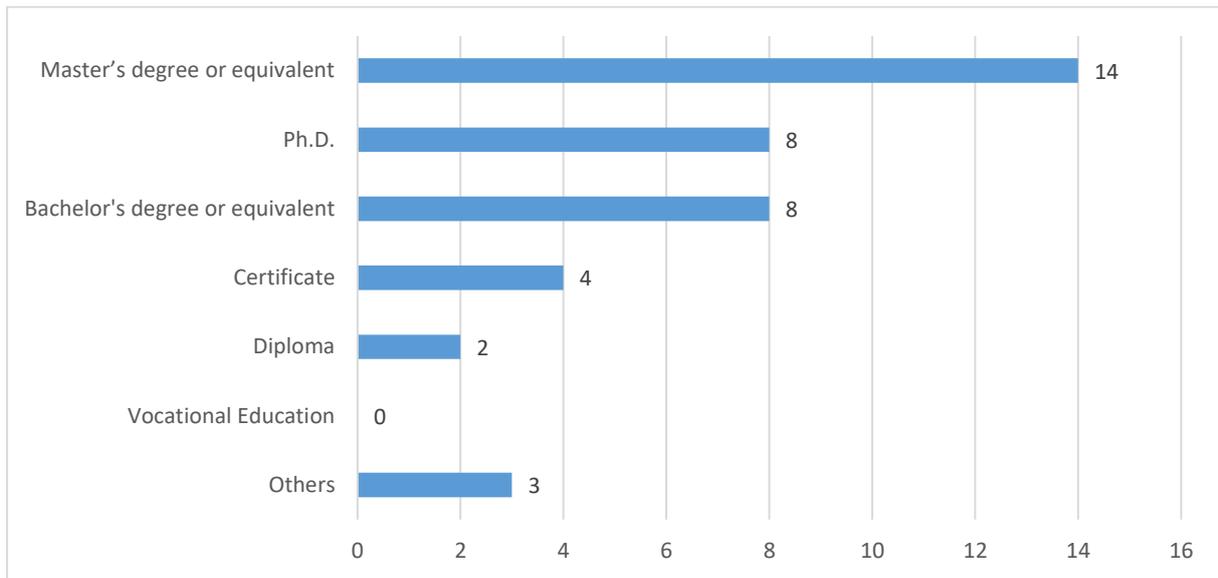
1	Master's degree or equivalent
2	Bachelor's degree or equivalent, PDA Teaching
3	Master's degree or equivalent
4	Ph.D.
5	Bachelor's degree or equivalent, Master's degree or equivalent, Diploma, Certificate
6	Bachelor's degree or equivalent
7	Master's degree or equivalent, Certificate (TESOL)
8	Ph.D.
9	Master's degree or equivalent
10	Ph.D.
11	Bachelor's degree or equivalent, Ph.D.
12	Bachelor's degree or equivalent, Certificate, TEFL (1988)
13	Ph.D.





14	Master's degree or equivalent
15	Ph.D.
16	Bachelor's degree or equivalent, Master's degree or equivalent
17	Ph.D.
18	Bachelor's degree or equivalent, (Have previously taught art & design to school leavers and mature students at a further education college)
19	Master's degree or equivalent
20	Master's degree or equivalent
21	Master's degree or equivalent, Diploma
22	Master's degree or equivalent
23	Master's degree or equivalent
24	Master's degree or equivalent
25	Ph.D.
26	Bachelor's degree or equivalent, Advanced + Cert Ed in Emotional Behaviour + Advanced Diploma in Education+CPD in Autism
27	Master's degree or equivalent
28	n/g





Of which others:

- Advanced + Cert Ed in Emotional Behaviour
- Advanced Diploma in Education+CPD in Autism
- PDA Training

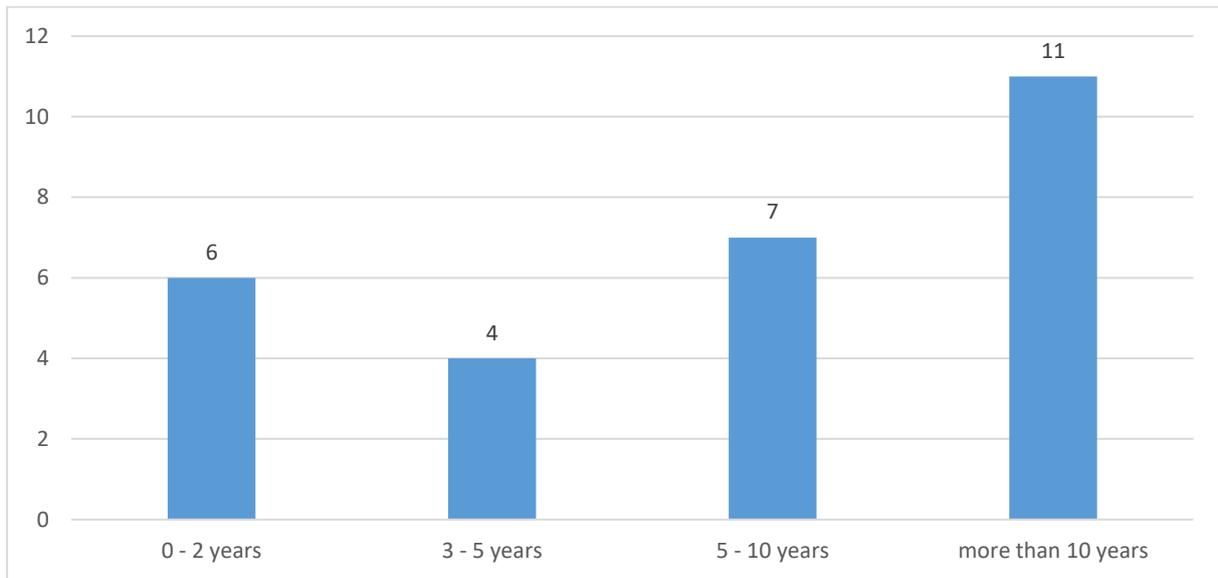
A4. Your experience in teaching/training migrants in particular (either exclusively, or in mixed classes)

1	more than 10 years
2	more than 10 years
3	0 - 2 years
4	5 - 10 years
5	5 - 10 years
6	0 - 2 years



7	5 - 10 years
8	5 - 10 years
9	3 - 5 years
10	5 - 10 years
11	more than 10 years
12	0 - 2 years
13	3 - 5 years
14	5 - 10 years
15	0 - 2 years
16	more than 10 years
17	3 - 5 years
18	0 - 2 years
19	more than 10 years
20	0 - 2 years
21	more than 10 years
22	more than 10 years
23	5 - 10 years
24	3 - 5 years
25	more than 10 years
26	more than 10 years
27	more than 10 years
28	more than 10 years





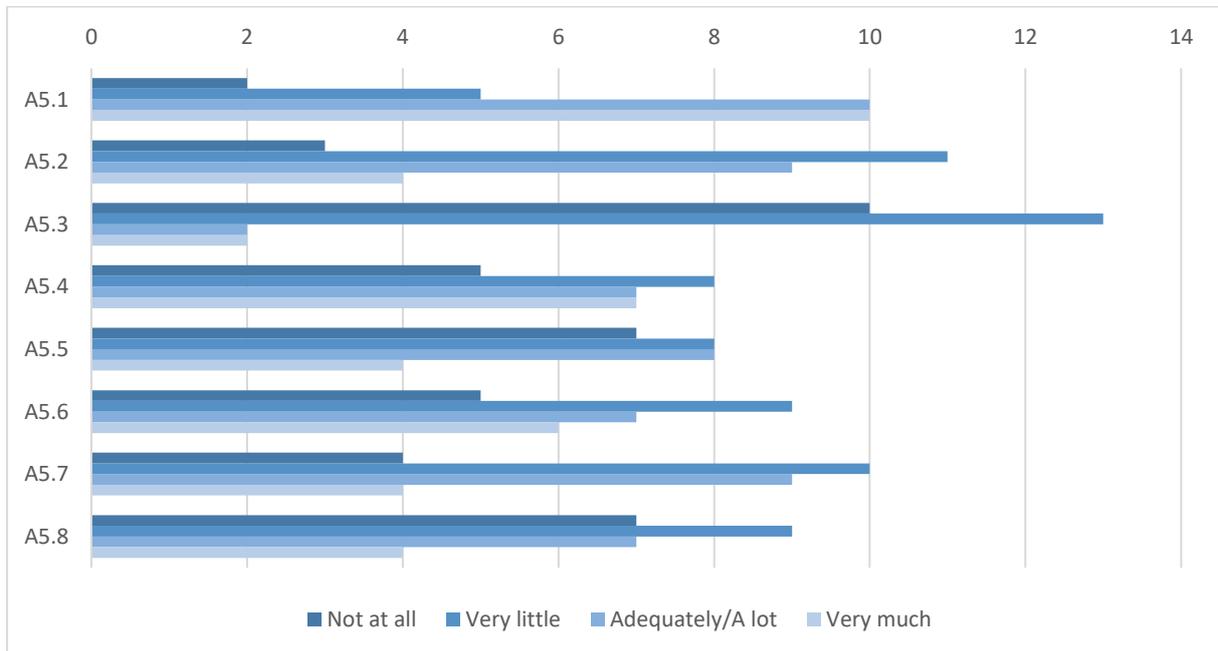
A5. To what extent are you familiar with the following topics, related to intercultural learning and teaching?

- A5.1: Key concepts of culture and communication in the classroom
- A5.2: Current context of migration in the UK
- A5.3: Legislative framework for the education of migrants
- A5.4: Bilingual/multilingual education
- A5.5: Educational models
- A5.6: Multilingual class management
- A5.7: Intercultural perspectives of time, work and leisure
- A5.8: Intercultural dimensions of dignity

	A5.1	A5.2	A5.3	A5.4	A5.5	A5.6	A5.7	A5.8
1	Very much	Very little	Not at all	Very little				
2	Adequately	Adequately	Very little	Adequately	Adequately	A lot	A lot	A lot
3	Adequately	Adequately	Very much	Very much	Adequately	Very much	A lot	Very little
4	Very much	Adequately	Very little	Very little	Adequately	A lot	Very much	A lot

5	Not at all							
6	Adequately	Adequately	Very little	Very much	Not at all	Very much	A lot	A lot
7	Very much	Adequately	Very little	Very little	Very little	Very much	A lot	A lot
8	Very little	Not at all	Very little	Very little				
9	Adequately	Very little	Not at all	Adequately	Very little	Very little	Very little	Very little
10	Not at all	Not at all	Not at all	Very little	Not at all	Very little	Very little	Not at all
11	Adequately	Very little	Not at all	Very little	Very little	Very little	A lot	A lot
12	Adequately	Adequately	Very little	Adequately	Very little	Very little	A lot	Very little
13	Adequately	Very little	Very little	Very much	Very much	A lot	Very little	Very little
14	Very much	Very much	Very much	Very much	Adequately	Very much	Very much	Very much
15	Very much	Very little	Adequately	Very much	Adequately	Very much	Very little	Very little
16	Very little	Adequately	Very little	Not at all	Very little	Very little	Not at all	Not at all
17	Adequately	Very little	Very little	Very much	Very much	A lot	Very little	Very little
18	Very little	Very little	Not at all	Very little	Not at all	Not at all	Not at all	Very little
19	Very much	Adequately	Very little	Adequately	Adequately	A lot	A lot	A lot
20	Very little	Very little	Very little	Very little	Not at all	Not at all	Not at all	Not at all
21	Very much	Adequately	Very little	Not at all				
22	Very much	Very much	Not at all	Adequately	Very much	Very much	Very much	Very much
23	Adequately	Very little	Not at all	Adequately	Very little	Very little	Very little	Not at all
24	Very much	Very much	Adequately	Adequately	Not at all	Very little	Very much	Very much
25	n/g							
26	Very little	Very little	Not at all	Not at all	Adequately	Not at all	Very little	Not at all
27	Very much	Very much	Very little	Not at all	Adequately	A lot	A lot	A lot
28	Adequately	Very little	Very little	Very much	Very much	A lot	A lot	Very much





B. EVALUATION OF THE TRAINING COURSES YOU ATTENDED

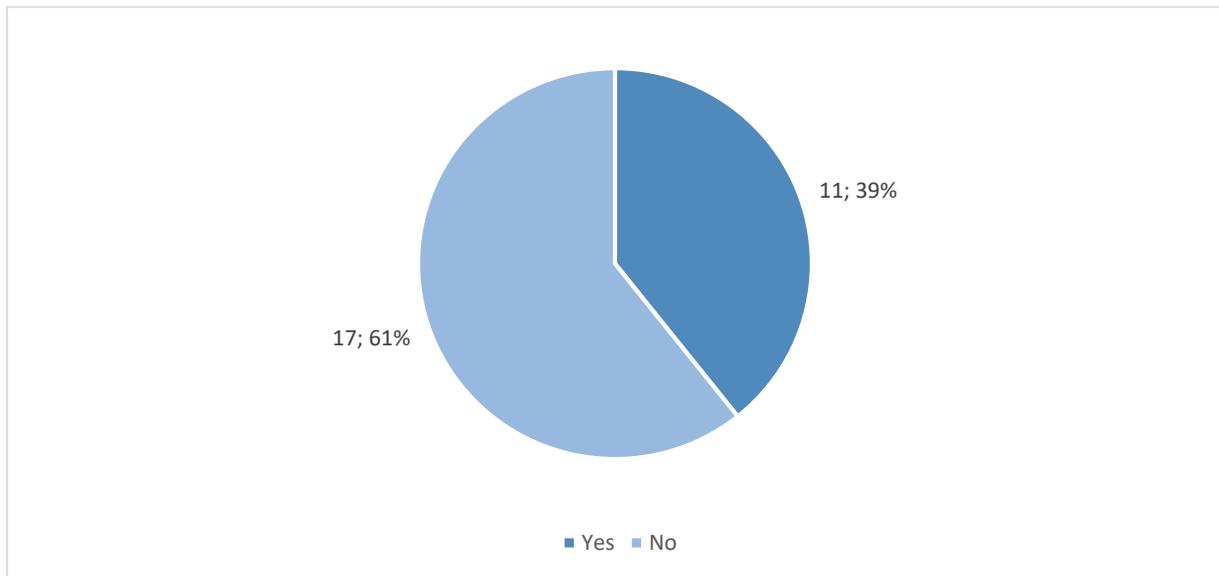
B1. Have you attended educational programmes/seminars in Intercultural Training?

1	Yes
2	Yes
3	Yes
4	Yes
5	No
6	No
7	Yes
8	No



9	Yes
10	No
11	No
12	No
13	No
14	Yes
15	No
16	No
17	No
18	No
19	Yes
20	No
21	No
22	Yes
23	Yes
24	No
25	Yes
26	No
27	No
28	No



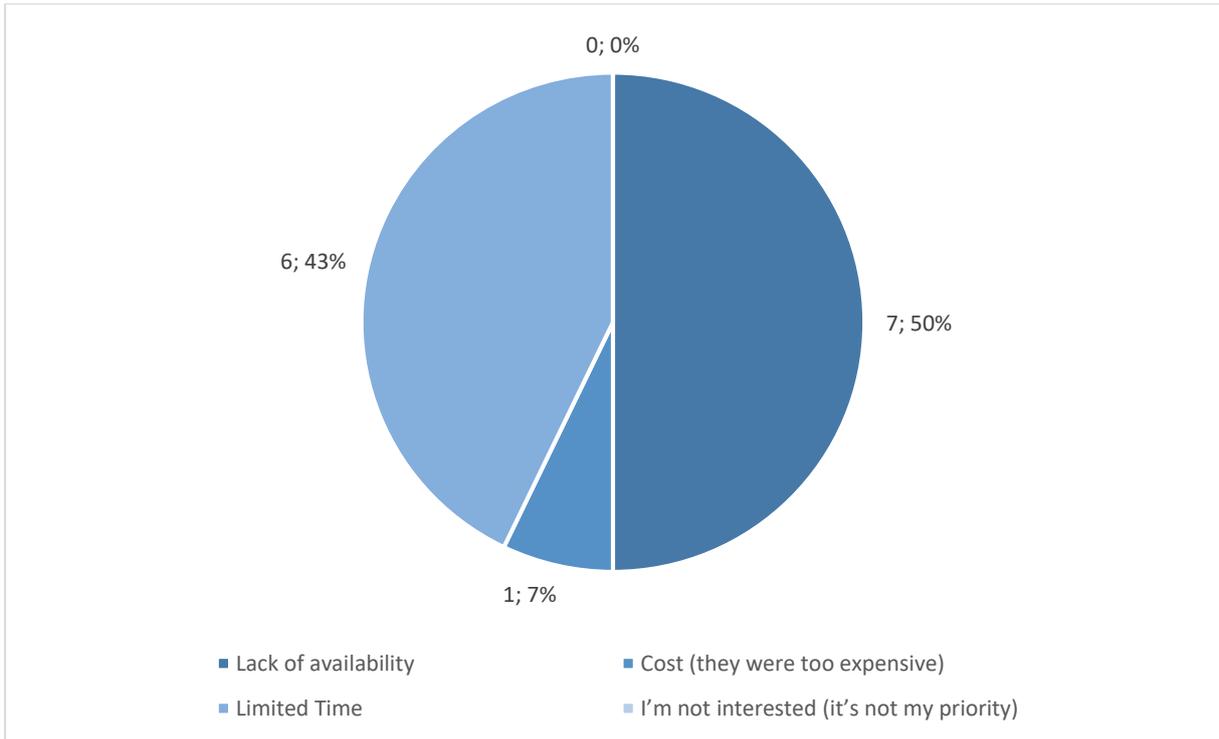


B2.1 If not, why?

5	Lack of availability
6	Cost (they were too expensive)
8	Lack of availability
10	Lack of availability
11	Lack of availability, Limited time
12	Limited time
13	Limited time
15	Limited time
16	Lack of availability
17	Limited time
18	Limited time
20	Lack of availability



21	Lack of availability
24	Lack of availability
27	Lack of availability



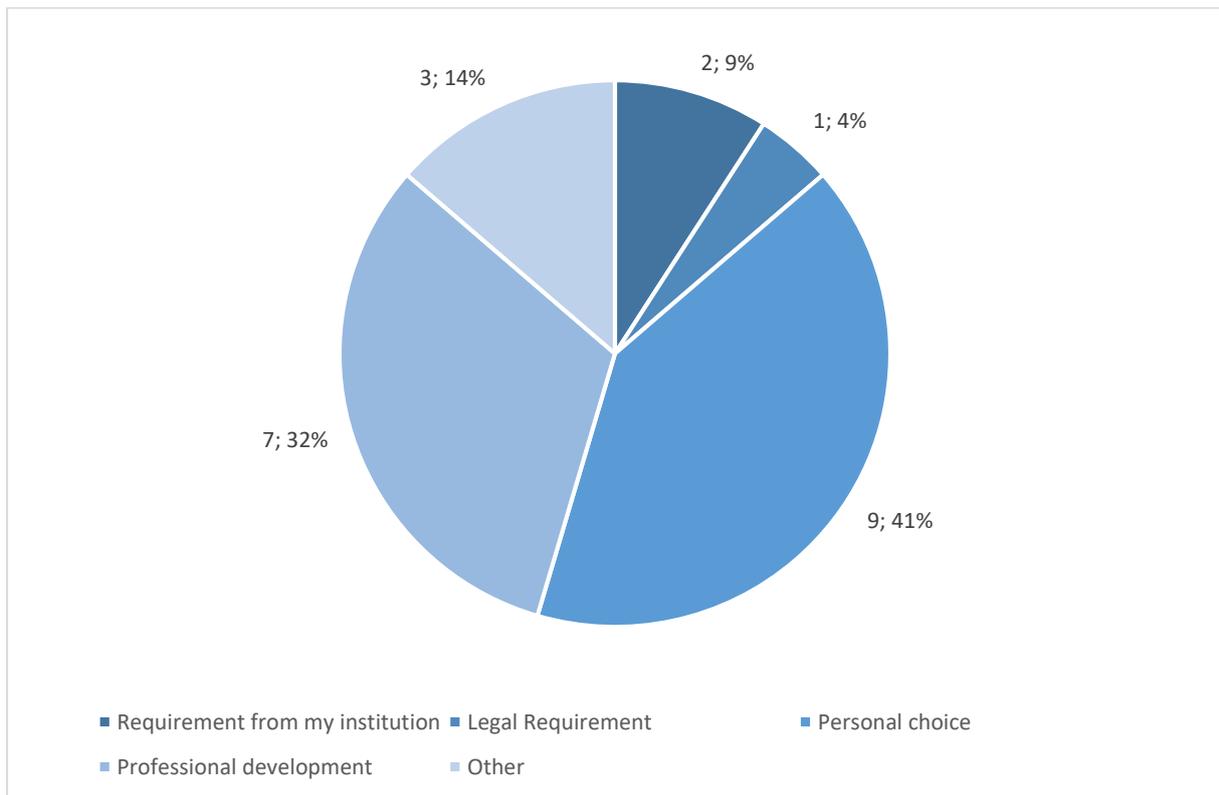
B2.2 If yes, what motivated you to take part in this training?

1	all of the above; general usefulness in life
2	Personal choice, Professional development, Important to understand community worked with
3	Personal choice
4	Requirement from my institution, Personal choice, Professional development
7	Personal choice





9	Personal choice
14	Personal choice, Professional development
15	Professional development
19	Professional development
22	Personal choice
23	Personal choice
25	I teach them



Of which others:



- general usefulness in life
- I teach them
- Important to understand community worked with

B3. Briefly describe the most and least succesful course(s) according to the following categories

B = Best course; W = Worst course

B3.1.B. Mode of delivery

1	Face to face
2	Face to face
3	Face to face
4	Face to face
7	Face to face
9	Face to face
14	Face to face
19	Face to face
22	Blended
23	Face to face
25	Blended
26	Face to face

B3.1.W. Mode of Delivery

3	Face to face
7	Face to face
9	n/a
14	Face to face

B3.2.B. Topic

1	Integration and working with Syrian families
2	Honour based violence and domestic abuse in BME women, children and young people
3	Intercultural Education for EAL Learners
4	Intercultural and intersectional teaching
7	Intercultural Competences ('Re.Inclusion')
9	Intercultural Competencies
14	Development, Management Leadership Skills
19	Intercultural training for higher education teaching staff
22	Intercultural Teaching and Learning
23	MSc in Cross-Cultural Communication
25	PG Certificate in Academic Practice / in Learning and Teaching
26	"Teaching travellers" (it was a very long time ago!)

B3.2.W. Topic



3	Philosophy on intercultural education
7	Female Genital Mutilation (FGM)
14	LGBT awareness

B3.3.B. Level

1	n/a
2	No academic level
3	Local authority
4	Academic conferences and HE training
7	n/a
9	n/a
14	n/a
19	n/a
22	For staff
23	MSc
25	PG
26	n/a

B3.3.W. Level

3	undergraduate
7	n/a
14	-



B3.4.B. Course provider

1	Scottish refugee Council
2	Shakti Women's Aid
3	The City of Edinburgh Council
4	University of Edinburgh and other external conferences
7	ELREC/CLP
9	CLP
14	Nish Training-Glasgow University
19	Higher Education Institution in Germany
22	Heriot-Watt University
23	University
25	Heriot-Watt University

B3.4.W. Course provider

3	The University of Athens
7	ELREC
14	LGBT Youth Scotland

B3.5.B. Duration

1	1 day
2	2 days
3	1 Day





4	Variable from a half day to 3 days
7	1 day
9	6 hours
14	96 Hours
19	2 days
22	2 hours
23	1 year
25	2 years part-time

B3.5.W. Duration

3	6 months
7	Half day
14	Half day

B3.5.B. Were Migrants involved in the training?

1	No
2	Yes
3	No
4	Yes
7	Yes
9	Yes
14	Yes





19	No
22	Yes
23	No
25	N/A - what do you mean migrants
26	No

B3.5.W. Were Migrants involved in the training?

3	No
7	Yes
14	Yes

B3.5.B. Learning outcomes

1	n/a
2	Awareness raising
3	Understanding of Intercultural education
4	-
7	n/a
14	Development Management Leadership Skills
19	Awareness raising, broadening one’s toolkit with practical examples, Community of Practice
22	Awareness raising of effects of culture on Teaching and Learning

B3.5.W. Learning outcomes



3	Understanding of the theoretical basis of Intercultural education
7	n/a
14	Awareness of LGBT

B3.6.B. Assesment

1	n/a
2	n/a
3	No
4	-
7	Yes - multiple choice
14	End of course assignment + presentation
19	None
22	No
23	Exams and dissertation
25	Coursework (essay, project, peer assessment)
26	Don't remember

B3.6.W. Assesment

3	Yes
7	n/a
14	No

B3.7.B. Certificate



1	n/a
2	Certificate of attendance
3	no
4	No
7	Yes (cert. of attendance)- no credits
9	yes, ECVET
14	Yes
19	Certificate of participation, but no credits
22	No
23	MSc
25	PG Diploma
26	No

B3.7.W. Certificate

3	University Credits
7	n/a
14	No

B4. Please evaluate the above courses according to the following. Consider 1 is the lowest and 5 is the highest.

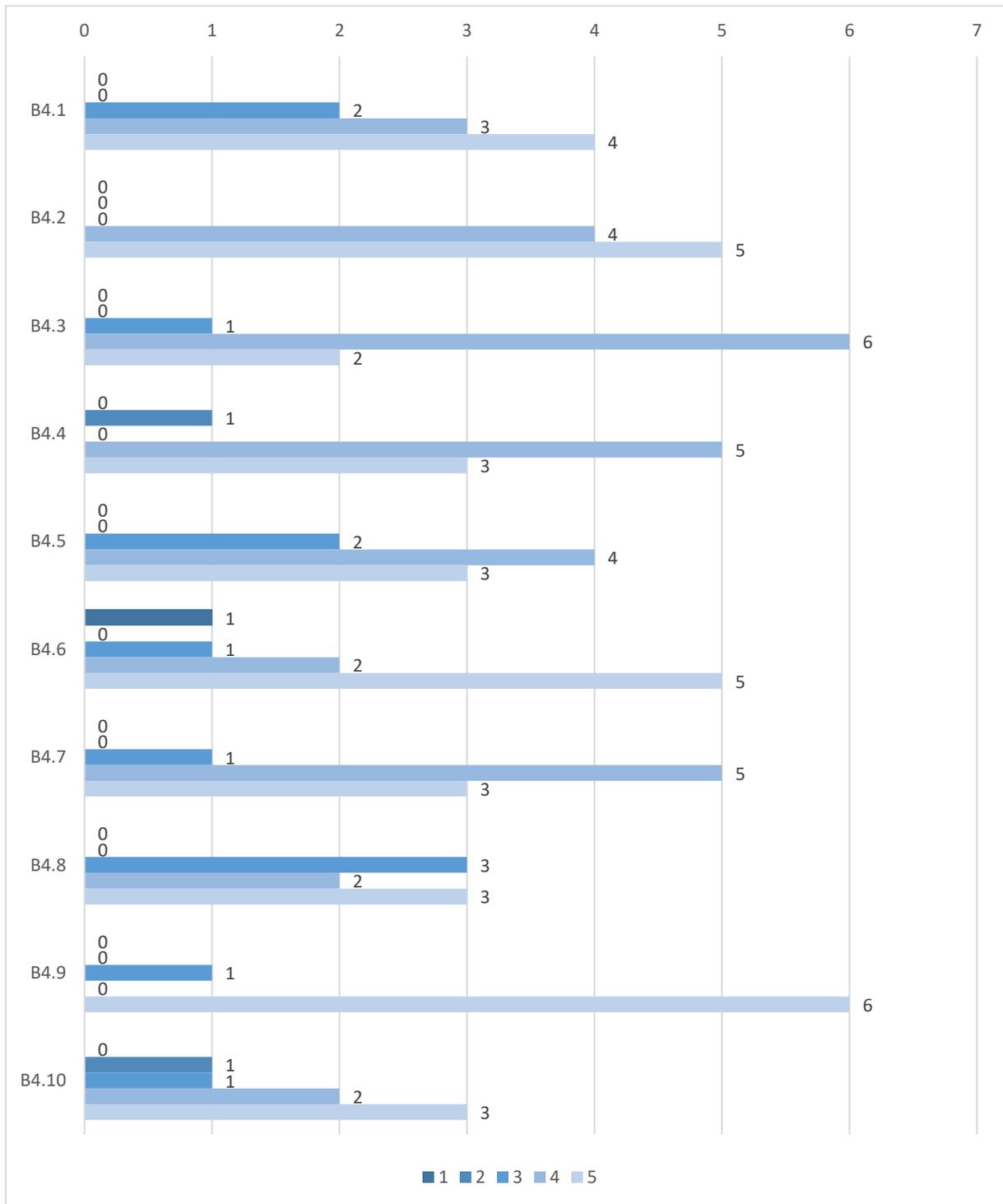
- B4.1: Quality of the material
- B4.2: User-friendly
- B4.3: Relevance to your actual needs



- B4.4: Relevance to the needs of the migrants
- B4.5: Interactivity of the material
- B4.6: Duration of the course
- B4.7: Applicability
- B4.8: Possibility of networking with other users
- B4.9: Presentation of case studies
- B4.10: Suggestions for practical / hands-on activities

Best course (B):

	B4.1	B4.2	B4.3	B4.4	B4.5	B4.6	B4.7	B4.8	B4.9	B4.10
1	5	5	4	4	4	5	5	4	5	4
2	5	4	4	5	3	5	5	3	5	2
3	3	5	5	5	5	1	4	3	5	4
4	4	4	4	4	4	4	4	4	5	5
7	4	4	4	4	4	5	3	3	3	3
9	4	4	4	4	3	5	4	5	5	5
14	5	5	5	5	5	4	5	n/g	n/g	n/g
19	5	5	4	4	4	5	4	5	5	5
22	3	5	3	2	5	3	4	5	n/g	n/g



B4.1.B Please comment





2	Personable; well-paced; not sugar-coating a difficult subject
3	Learning resources, examples were used. The advice was clear supported by data
7	Re.Inclusion was coherent and followed a logical pattern
22	Rather superficial. Didn't learn anything new. The course was very interactive. If I had been new to teaching it would have been helpful. The course was too short. It needed to be longer.

B4.7.B Have you actually applied what you learnt? How?

1	Yes, thoroughly
2	Collaboration with women addressed by the course. Representing them in line with their own cultural values and signifiers - not looking at them with 'western eyes'
3	I have followed the advice while tutoring (e.g. resources, ways of explaining, cultural understanding)
4	In teaching and life
7	not really, subconsciously perhaps
9	Yes, I have adopted and adapted some of the techniques and received positive feedback
14	I have applied the following skills into my practice: 1) assertiveness 2) democratic management style 3) time management 4) communication skills
19	Yes, my main take-away message was “you need to communicate more, be more transparent, do not assume”, and I have adopted that attitude and it has helped me a lot.
22	I was already applying it before.

B4.8.B Please specify

2	People wanted to network but there were no opportunities
---	---





3	Not many chances for sharing ideas or getting in touch
7	Breakout spaces and lunch helped provide this opportunity
9	There were breaks and time for us to interact and network with others
14	yes, part of the course involved forming groups and making arrangements for monthly meetings between the group members
19	2-day-course with lots of breaks, role play exercises, lots of opportunities for networking; development a CoP was one of the explicit learning outcomes.
22	It was a large room, full of people. 6-7 tables with groups. Very interesting layout and good possibility of networking.

B4.9.B Were they relevant to your practice? Please describe

2	Yes
3	Very accurate examples. To the point and with clear context
9	Yes, they were real life examples which I found very useful
14	Yes, we had to prepare and present a case-study based on our own personal experience
19	Yes, absolutely. The facilitators were working in the same HEI and knew exactly what colleagues were faced with on a daily basis.
22	I don't remember.

B4.10.B Please specify

2	suggested watching a film (Magnum) to understand context but otherwise practical activities weren't really part of the course
3	There were some hands-on activities but only 2. Most of the practical examples were given in the form of videos
19	Yes, giving colleagues a chance to think about possible options for acting and reacting was explicit learning outcome and was met successfully.



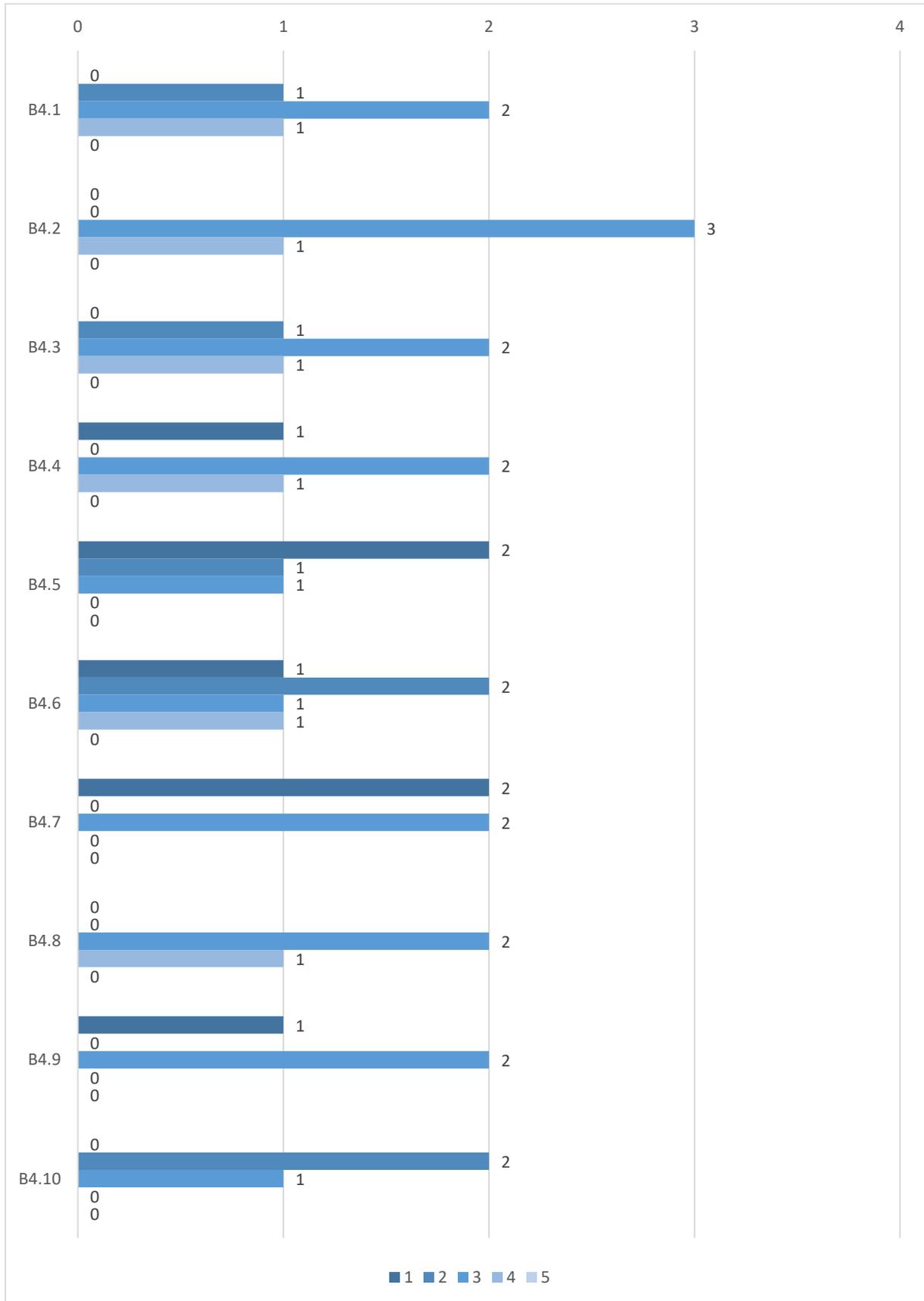


22	Key message: Must be aware that students may interpret what's happening in the class differently.
-----------	---

Worst course (W):

	B4.1	B4.2	B4.3	B4.4	B4.5	B4.6	B4.7	B4.8	B4.9	B4.10
2	n/g	n/g	n/g	n/g	n/g	2	n/g	n/g	n/g	n/g
3	3	3	2	1	1	1	1	4	1	2
4	3	3	3	3	3	3	3	3	3	3
7	4	3	3	3	2	4	3	3	3	2
14	2	4	4	4	1	2	1	n/g	n/g	n/g





B4.1.W Please comment

2	Course felt rushed and crammed into a half-day; emotive content generated without prior warning but participants not given enough time to process it and there was no follow-up discussion or activity
3	Clear lack of interest by the teacher. Knowledge was given in the form of bullet points on Powerpoint. Many conflicting ideas that were not connected.
7	Was a difficult subject. With not enough time for discussion. It essentially gave me an overview

B4.7.W Have you actually applied what you learnt? How?

3	Not at all. The theoretical basis is useful, but only when applicable, which in the case of this module was not.
7	Not to my job specifically but good to have awareness of. Could flag up to female colleagues as it'd be inappropriate/insensitive for me to address concerns directly
14	Yes

B4.8.W Please specify

3	In terms of discussion with fellow students. But not in the form of open discussion, and also there was no way to communicate with the lecturer
14	No

B4.9.W Were they relevant to your practice? Please describe

3	Only what we could find from the textbooks. However, there was no discussion based on a real life event.
---	---



7	Indirectly but there was too much teacher talking time
14	No

B4.10.W Please specify

3	I was not given much chance. Maybe the essay that we had to hand over at the end of the semester can be considered activity, although, apart from that there was nothing else.
7	not enough on this course - mostly just teacher talking

B5. Was there anything missing from the course?

1	No
2	Break out opportunities; participation, more time,
3	The chance to share views. This is crucial to generate new ideas and find examples of good practice.
4	Practical application
7	interactivity/ discussion on this difficult subject
14	For the worst course; what was missing was a culturally aware, non-biased facilitator.
22	More in-depth discussion. Pre-session reading. More sessions (the course was too short).
23	We never trained for educational models that you mentioned under Q5. In a classroom, you have a crowd of people with 5 different nationalities and you have to adapt. It is not always easy. I know a lot of the concepts you ask from my own experience in living in other countries, e.g. experience between Eastern Europe and Southern Europe, but not from a course or any form of formal training.



B6. How did the course(s) change your thinking patterns, your attitudes and perceptions?

1	Helped understand context; information on policies in EU; Made aware of cultural diversity within migrant groups (that they're not a homogenous group); awareness of trauma
2	In the positive example: Gave a wider understanding of context; not just details of standalone issues
3	I have learned that knowing about the cultural differences, be understanding, and find similarities between the cultures while building on them is crucial.
4	Enhanced understanding
7	Gave me more knowledge in general
14	Prefer not to answer.
19	Communicate more clearly, be transparent about expectations, quit "how can they not know that...???" attitude
22	Reinforced some of my ideas - e.g. the importance of treating every student as an individual and being aware of how ambiguous language and interactions can be especially if L2 (not your native language).

B7. Did the course(s) ultimately change the way you teach? If so, in what way(s)?

1	Helped with a specific project - was very useful
2	Yes and no. Changed/influenced the work produced in collaboration with the group that the work addressed
3	I have become more sensitive and more careful in terms of what I say and how I express it. Also I try to make my learners feel more comfortable with me and worry about nothing.
4	Enhanced
7	No



14	Yes. Made me more aware of biases.
19	Yes, see B6.
22	No
23	See above
26	No! there was information like "if you give a traveller a book to take home and read, they keep it" and things like that...
28	Note: Most of my knowledge of the concepts in A5 are from practice and experience, I wouldn't be able to quote any theory. I have treated the responses as a Likert scale, not semantic (=did not follow the adequately, very much etc. pattern, as there is actually quite a difference between adequately and very much). Interesting to see whether your report will be narrative or quantitative...

C. SUGGESTIONS

C1. What should a training programme for educators teaching adult migrants include?

1	See B6 answer
2	Greetings and gestures of respect; 'cheat sheets' per country/language; ways of demonstrating knowledge/interest; ways to avoid embarrassment/unintentional offence
3	Real-life examples, advice depending on cultural differences (in terms of ideas, as well as difficulties on the language itself and how people in that country learn), chance for discussion and reflection
4	n/g
5	Cultural and subject relevant context and sensitivities related to divergent migrant groups.
6	Values, taboos etc. of cultures/nationalities involved involved to safely navigate training thereafter; Approach to work ethic/work load (being on time etc.) as this is something which I have previously found to be a barrier and cause of 'conflict'/ill-feeling when teaching refugees
7	Team building, cooperation, the chance to intermingle and make new friends



8	<p>Completing this form has made me realize that there are many dimensions to this issue and that I'd never taken a moment to reflect on them. (I only ever considered the issue of the language barrier and even then didn't really consider how that barrier might be most effectively lowered – beyond constantly pointing out that philosophy is full of arcane jargon that likely no-one in the room understands!) In my own subject, philosophy, we cover material (particularly in ethics) in which people of different cultural backgrounds can have very different starting points. Perhaps some education on how to frame discussion sections given this fact would be useful (assuming this went beyond the obvious stuff that e.g. we should be aware that Catholics tend to be anti-abortion, Muslims regard the consumption of drugs as wrong etc). Furthermore, I imagine that some education on how different cultural groups might be invited into conversation (on whatever topic, including abstract topics such as logic) among a room full of (usually quite self-confident, affluent, native, white) students could be really useful; also some background on how people of different cultures regard the professor – student relationship, and how to effectively convey to them that (in philosophy at least) open criticism and confrontation of the professor is very much acceptable (and very much encouraged!)</p>
9	<p>Many practical examples and techniques with actual applications to teachers' needs. Real-life scenarios where we are presented with solutions and not theory</p>
10	<p>Something on the extent to which we can generalise on migrants needs in regard to the various cultural backgrounds they may be from</p>
11	<p>Face to face helpful; clarification of term 'migrant' i.e. is a UK student from South of England to Scotland not also a migrant? For my job, I would find cultural orientation for China and South East Asia most useful as most students are from this area; working directly with students most useful and not predicated on a rhetoric of 'coping' with cultural integration (perceived negatives); staff and students taught together; not structured as a 'preparatory' course but integrated into regular teaching and learning (i.e. 1 hour a week would be better than one full day); much existing training is box-ticking - experiential, processural and open-ended training would be preferable. Also Cultural conventions and expectations around study; perceived ideas and beliefs of categories of identity, competence etc.(student, teacher relationships etc.) A long-term commitment to language training (again, as opposed to a preparatory course as is currently in existence).</p>
12	<p>Highlight experience of migrants and their needs as learners of English in their new setting</p>
13	<p>Cultural awareness, inclusive principles for cultural diversity and disability, inclusive ethos and sharing good practice</p>
14	<p>Cultural competences, basic geography and history, basic immigration laws</p>
15	<ol style="list-style-type: none"> 1. Information about legal issues, necessary documentation, rights and obligations. 2. Approaches to teaching and learning which are suitable for this context. 3. Psychology approaches suitable for this context. 4. Learning/teaching materials suitable for this context. 5. Information about their everyday needs and how they tackle them. 6. Learning needs/practical skills that need to be addressed.
16	<p>Teaching sessions by adult and young adult migrants</p>

17	Cultural awareness, inclusive principles for cultural diversity and disability, inclusive ethos and sharing good practice
18	Context of education/educational approaches in home countries of migrants. Cultural context training. Anthropological collaborative research best practice listening techniques.
19	Give educators the opportunity to experience feeling foreign, not understanding, being confused about expectations towards them (there were a number of activities and games that achieved that); actual examples from others and own practice and discussion about options for (re)acting; videos with critical incidents
20	Context of migration in the country where the teaching takes place, some information on the countries of origin of the migrants.
21	<p>Awareness of different ways of Learning and Teaching. Awareness that there is not one single way to teach something.</p> <p>Awareness of cultural sensitivities such as body language, greetings, eye contact, smiling, communicating with other genders. Awareness of sensitive subjects in class, e.g. death, religion, citizenship - not all these have the same meaning or important for everyone. Awareness of taboos. Difference approached to group work. Doesn't work for everyone.</p> <p>Examples and case studies please! These are very important.</p> <p>Ask students for constructive feedback. You must design the training programme based on learners' feedback, otherwise it won't be successful.</p>
22	<ol style="list-style-type: none"> 1. Stress importance of teacher self-awareness about cultural assumptions and influences. We must start with our own self-awareness, biases and prejudices before we teach any of that stuff to others. 2. Case studies help people understand theory (particularly cultural misunderstandings). 3. Useful literature 4. Input on cultural differences in verbal and non-verbal communication. 5. Opportunities to compare cultural values with each other and with UK norms, e.g. gender roles, sexual orientation, social hierarchy 6. Educational context crucial to enable students to compare expectations and assumptions about many aspects of HE Teaching and Learning, especially unspoken rules! 7. Raising awareness of unconscious bias (+ in a work context, tokenism).
23	<ul style="list-style-type: none"> - Tips on how to manage cultural differences in class - Gender perceptions and age perceptions - for language teaching: take into account the mother tongue of the individual we teach, e.g. we teach French in the same way to everybody. This means that we cannot relate people's mistakes to how they do things in their own culture or country, e.g. in Polish they don't use articles, or how in Asian languages some concepts are completely different.
24	<p>Intercultural training for newcomers. Don't use migrants, very condescending and quite vague - who is a migrant? After how many years do you cease to become a migrant? etc.</p> <p>The most challenging task we face is when learners are illiterate in their own language. How do we teach a language in this case?</p>



	More knowledge about how immigration works. What makes someone leave their home country and settle elsewhere? Knowledge about the practicalities: visas, status, etc. - the legal framework.
25	<ul style="list-style-type: none"> - Specific sections on diversity, and in particular disability - Reading materials (there is an HEA publication now with relevant sections, and courses can draw on that. Very useful - you should consult it for your project) - Variants in educational background, national culture, religious culture, linguistic ability. <p>Do they have the tools to support different learnings, having thought of challenges learners face while also supporting them as they become part of the organisational culture?</p> <p>All materials are developed for the purposes of teaching to a standard Scottish student...</p> <p>Challenge for teachers - own educational journey, own background, willingness to make an effort to support. Very difficult in the UK.</p> <p>High quality responses to difficult scenarios - case-studies.</p> <p>Digestible videos, resources pack of explanation of a variety of perspectives and solutions.</p> <p>There must be support from a wider institutional culture!</p>
26	<ul style="list-style-type: none"> - Background info on migrants' experiences - The political state THERE in their own countries - What to expect in terms of their different expectations of education (what is the educational system in their home country?) - How to adapt YOUR expectations - How to manage different levels of competence and attainment - How I could accurately test their current level of attainment in English. - By the way, the assimilation model doesn't really work. It is useless in Adult learning !
27	<ul style="list-style-type: none"> - Self-awareness - Comparing attitudes, develop understanding - case studies - away from generalisations and stereotypes
28	Important to 'humanise' the experience of migrants to trainees – e.g. build a sense of the life experiences of migrants, their lives, experiences, skills and aspirations in their lives in their countries of origins, to enable educators to understand their trajectories from where they came from, on their journeys and where they are now as a connected process. This will help educators to understand their learners as individuals, and avoid only imagining them in their present state but as people with rich life histories and unique learning goals and needs.

C2. Which skills and competencies do you consider fundamental for intercultural education (e.g. intercultural competence, active listening, intercultural conflict management)?

1	friendliness, empathy, not to be patronising; awareness of the self-sufficiency of migrants and to enable this, to work in collaboration and not prescriptively
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2	Interpersonal skills; warmth - to overcome initial barriers and build rapport; inclusivity; prior knowledge of a personal profile for students e.g. language level and confidence
3	As with every learner, active listening is fundamental. Additionally, adults have already formed a way of learning from their country of origin. We, educators, need to build on that, not make them follow our way.
4	n/g
5	Intercultural competence is fundamental, I have experience of conflict and would appreciate additional support and guidance in both these regards.
6	empathy, patience
7	Patience, sensitivity, love, looking beyond the surface culture to see the person
8	Basic knowledge of the assumptions regarding the student-teacher power dynamic and what they take to be its implications for their in-class conduct. Some grasp of how they might be encouraged to participate in class, or other pedagogical situations in which they may feel rather exposed or inadequate. How to most effectively convey to them that they are unambiguously regarded as an equal at the same time as a contributor with a potentially unique perspective. How to avoid inadvertently insulting or offending migrants, especially given that Brits tend to be a bit 'crude' compared to other cultures – but also given that I do not want the learning environment to feel too 'formal' or stifled.
9	Intercultural conflict management
10	active listening, NOT conflict management, open-mindedness, being a confident and competent communicator, flexibility (in simplifying material etc.)
11	Active listening; awareness of unconscious bias, design and provision of learning materials, intercultural competences (see previous answer) diversity and equality training
12	all of the above, plus basic common sense
13	active listening, removal of barriers to learning, openness and diversity and change
14	All mentioned above besides
15	Language skills (speaking more than one languages), culture knowledge, self-reflection, open-mindedness, flexibility, empathy, active listening.
16	All the skills and competencies for a social practices model of adult and young adult education which values participants' existing knowledge and experience and identifies their goals and ways of learning. Additionally, knowledge, skills and understanding of intercultural teaching which I cannot identify, having had very little opportunity and experience in this.





17	active listening, removal of barriers to learning, openness and diversity and change
18	Active listening, basic intercultural competence, creative problem solving to communication
19	Awareness of the migrant experience; listening skills; communication skills; knowledge about cultural dimensions
20	<ul style="list-style-type: none"> - Intercultural conflict management. - Being open-minded and having a bit of knowledge on the migrant's background. - Know other examples of practical and proven strategies, projects,... made by other teachers.
21	<p>Flexible and adaptable. Always ready, and thinking on your feet. Patience. Dialogue (in spoken or written form) Sensitive and sympathetic (NOTE: the interviewee probably refers to empathetic, but this is just the interviewer's interpretation) Speak with students. Speak with institutions, "the system". sometimes institutions are not flexible at all, e.g. there is no flexibility for an official qualification. To obtain an official qualification you need to fulfil certain criteria, exercises and tests and there is no leeway. Some institutions are too rigid to allow for any adaptation.</p>
22	See above.
23	<ul style="list-style-type: none"> - open-minded - cultural awareness - active listening, but for teaching in general - intercultural conflict management in general, not necessarily in a classroom context.
24	See above
25	Willingness to change yourself and explore. If you come from a didactic background, it is a huge challenge to change into a student-centric pedagogic background. Do you recognise the challenge, are you willing to change, it is up to the teachers whether they adopt an approach or not.
26	<ul style="list-style-type: none"> - Active listening - Classroom management - Assessment - Good interpersonal skills - must relate to them as people - empathy - we must be open to learn from THEM
27	<ul style="list-style-type: none"> - Raise awareness about diversity in the classroom. - learning outcomes? WHO do you teach and WHY ? - Don't portray the UK way as THE way - away from ethnocentrism - Academic writing, critical writing, how to approach referencing etc - try to encourage students so that they are open minded.





	<p>- Group work - students hate it! We are presenting it as a useful skill, so we must be able to understand (and then make them understand) the benefits of group work.</p>
28	<p>I am not sure if the question relates to the needs of students in intercultural learning, or the needs of educators being trained for undertaking this learning. For the former, flexibility and willingness to adapt in a new environment is essential. For the latter, the need to empathise and recognise individual uniqueness is vital. Training of educators would imply familiarity with the topics mentioned above, but of the three perhaps active listening is the most significant as it the way to empathy.</p>



Finnish results:

In this section, we present the results from our 19 interviews with experts. The results have been collected and summarised by use of Google Forms, which also produced the presented charts. The qualitative material and interview notes were also used for the short thematic analysis below (conclusion).

A. BACKGROUND OF THE PARTICIPANTS

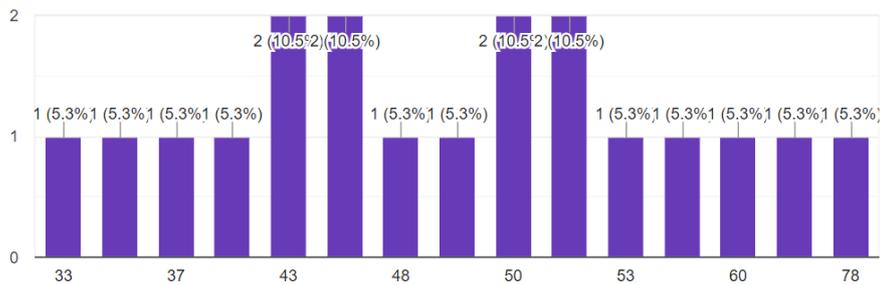
Full name

The participants shall remain anonymous for the purposes of the study.

Age

Age

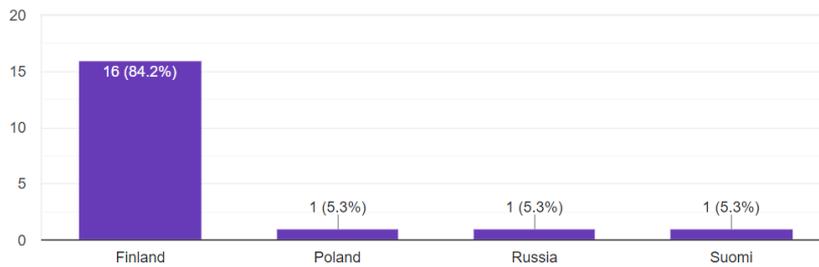
19 responses



The responses covered a wide age range, from 33 to 78.

Country of origin

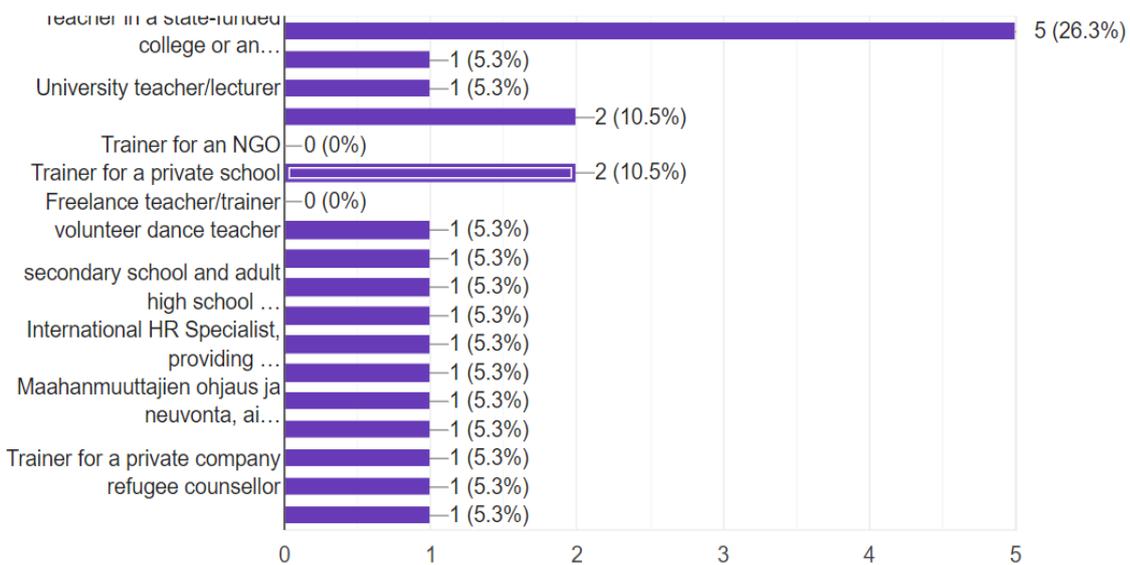




Most of the interviewees came from Finland, one person came from Russia and one person from Poland, but all of them are living and working in Finland.

Occupation

A1. Occupation



The participants were working in various professions and fields, 26 % as teachers in a state-funded college or institution, 15 % university lecturers, 10.5 % trainers for an NGO and 10.5 % trainers for a private school. There was also a volunteer dance teacher (who previously has worked with migrants), a secondary school and adult high school teacher, an international HR specialist, a migrant guidance and counselling employee, a trainer for a private company and a refugee counsellor.

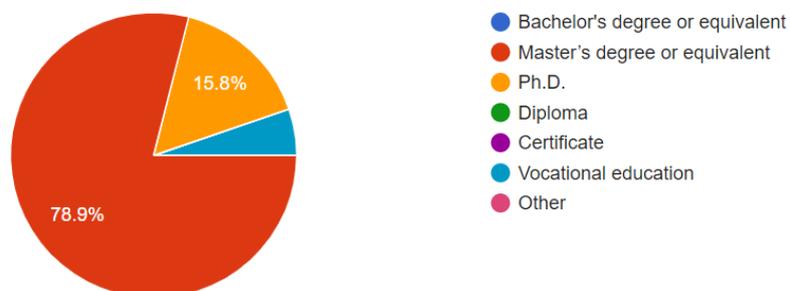
A1. Teaching subject

dance
Basic Math
English, Swedish, Finnish
Inclusion of newcomers in Finland
English, Swedish
Finnish to foreigners, Finnish as mother tongue
Basic knowledge about Finnish society, especially labour market and job search. Basic mathematics and computer skills.
Multimedia, Tecnology
Finnish culture, Intercultural Communication, Multicultural teams, international HR issues, immigration issues, relocation issues, etc.
Finnish,working life skills
Finnish language
Reading and writing, Finnish language
suomen kieli, yhteiskunnalliset aineet
Finnish to foreigners/migrants, refugee instructor
activating refugees to become a part of village communities
Entrepreneurship
Finnish as a foreign language
help, support and counselling for refugees
Quidance and counselling

Most the participants worked either as Finnish teachers for migrants (47 %) or in counselling and instructing refugees (42 %).

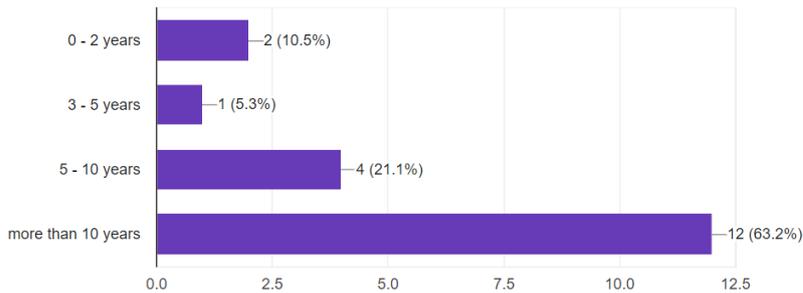
Qualifications

A3. Qualifications



Most of the participants had qualifications equivalent to a Master’s degree (79 %) and 16 % had a Ph.D. or equivalent degree. One person had a vocational degree.

A4. Experience in teaching migrants in particular

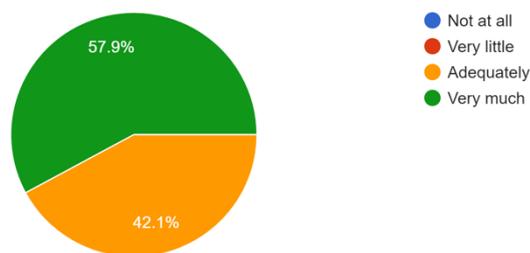


Most of the participants had very long experience in working with migrants, 63 % were working with migrants for more than 10 years and 21 % of them 5-10 years.

A5. To what extent are you familiar with the following topics, related to intercultural learning and teaching?

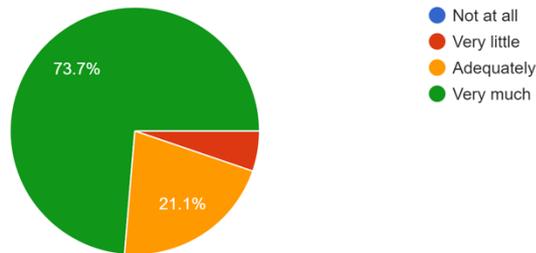
1. Key concepts of culture and communication in the classroom (cultural identity, intercultural communication, ...petence, intercultural competence etc).

19 responses



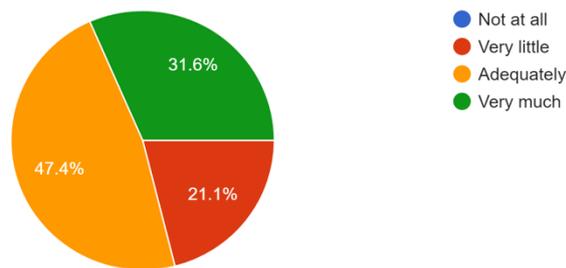
2. Current context of migration in Finland (broad trends, understanding different types and experiences of migration in migrant inclusion etc) statistics:

19 responses



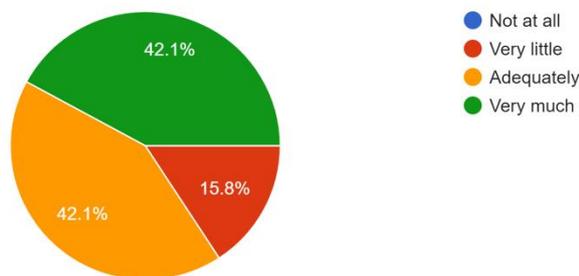
3. Legislative framework for the education of migrants:

19 responses



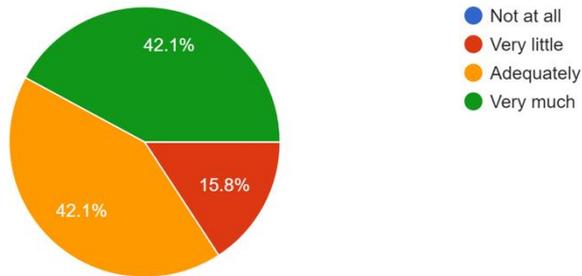
4. Bilingual/ multilingual education:

19 responses



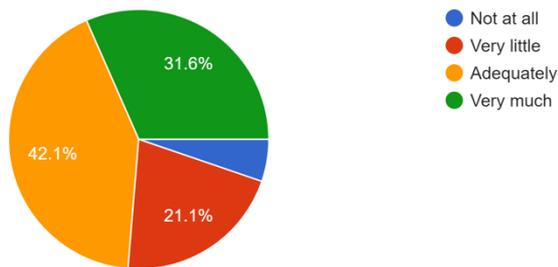
4. Bilingual/ multilingual education:

19 responses



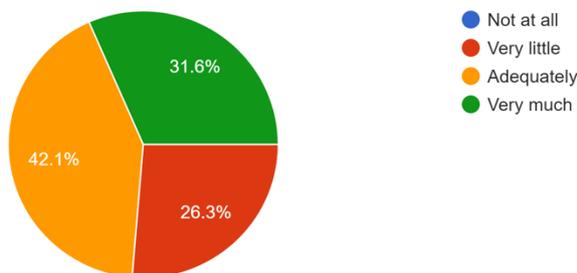
5. Educational models, such as the assimilation model, models of multicultural /intercultural education, inclusion of the other etc:

19 responses



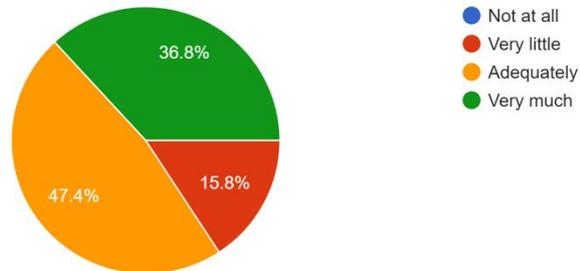
6. Multicultural class management:

19 responses



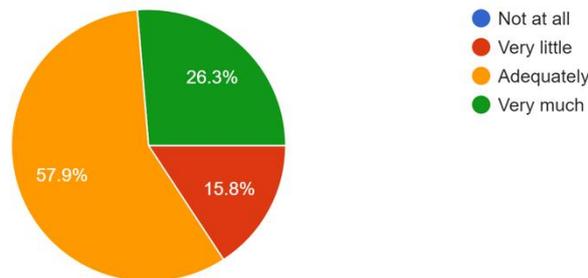
7. Intercultural perspectives of time, work and leisure

19 responses



8. Intercultural dimension of dignity

19 responses



The interviewees felt like they know especially key concepts of culture and communication in the classroom very well (60 %) or adequately (42 %) as well as the current context of migration in Finland very well (74 %). In terms of the legislative framework, bilingual/multilingual education, education models and intercultural class management, most participants (31-42 %) felt like they knew the topics adequately. Intercultural perspectives of time, leisure and work was understood adequately (47 %) or very well (37 %). Intercultural concept of dignity was also known adequately (60 %) or very well (26 %). Multicultural class management knowledge was most lacking, as 26 % of participants felt like they knew very little about it.

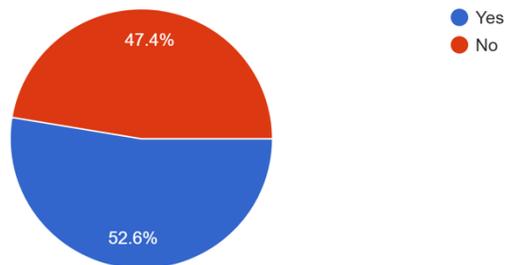
B. EVALUATION OF THE TRAINING COURSES ATTENDED



This section includes information about previous courses on Intercultural education that the participants to this survey might have attended, the reasons for doing so and an evaluation of such courses.

B1. Have you attended educational programmes/ seminars in Intercultural Training?

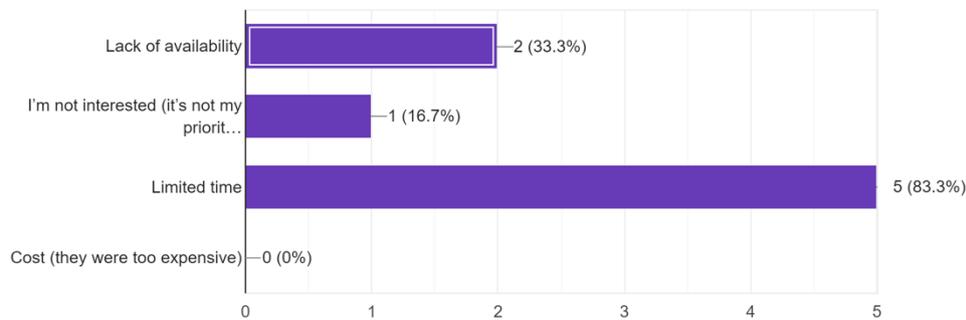
19 responses



Nearly half of the participants (53 %) had attended training programmes in intercultural training, but nearly half of them had not attended any (47 %).

B2.1 If not, why? Then go directly to section C

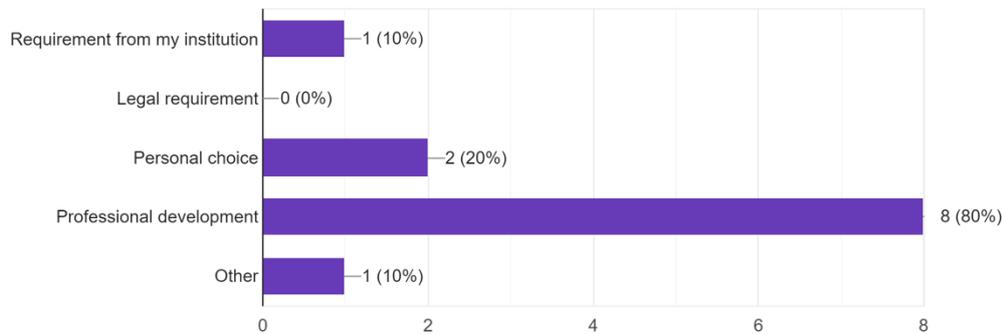
6 responses



Most of those who had not attended any training courses stated limited time as the reason (83 %), a few people stated lack of availability or lack of interest / not prioritising it.

B2.2 If yes, what motivated you to take part in this training?

10 responses



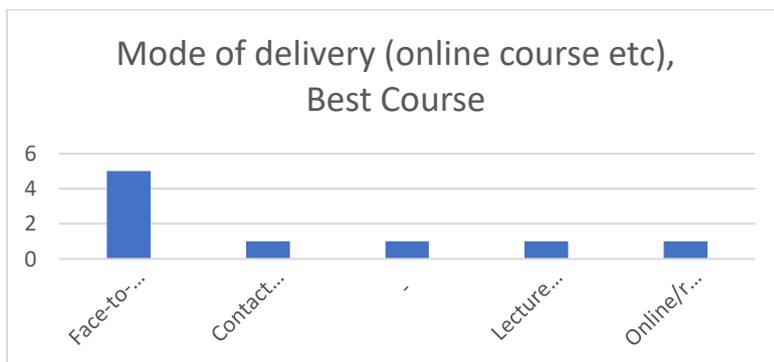
Most of those who had attended training courses (80 %) answered that the reason for attending was professional development. A few people also said that they attended because of personal choice and one person that it was a requirement from their institution, and one person attended such training in an Erasmus+ project workshop.

B3. Briefly describe the most and least successful course(s) according to the following categories:

In this section, the participants evaluated the most and least successful courses they had attended.

Most successful courses (Course 1)

Mode of delivery (e.g. online, face-to-face, blended)



Nearly all courses that the participants had attended were contact courses/ face-to-face teaching (82 %). One participant had participated on an online course on the topic.



Topic

Topic, Course 1 (best course)

11 responses

-
Basic math
Migrants and language learning
Female refugees opportunities in labour market
Trauma and mental health problems of refugee
Seminar in Denmark which gave opportunity to compare situation to finnish one.
Pedagogical drama
language
Preparative training for literacy education for adult migrants
Working with migrants and refugees
Intercultural communication

Level

4 out of 9 respondents were not sure about the level of the course, 1 person thought the level was good or appropriate, 2 people thought their course was basic/elementary and 1 person said it was general.

Course provider

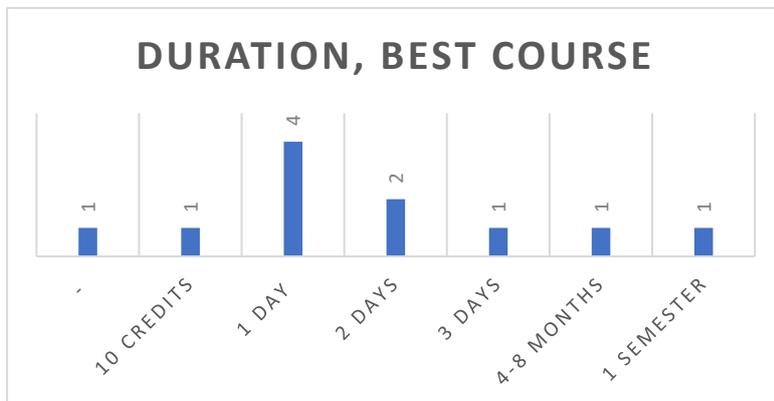


Course Provider, Course 1 (best course)

10 responses

-
Restaurant institute
Erasmus+ project
Nordic Council, Nordic welfare centre
Naestved community
University of Jyväskylä
university
Helsingin aikuisopisto
SPR - Finnish Red Cross
University of Turku

Duration



The duration of the courses varied a lot from 1-day courses (2 participants) to 2-3 day courses (2 participants), 4-8 months or a semester and workshops (1 participant).

Were migrants involved in the training?

5 people said there were migrants involved in the training, 3 people said there were no migrants involved and one person said that some of the teachers had migrant background.



Learning Outcomes

Learning outcomes, Course 1 (best course)

11 responses

-
good to excellent
Information, ideas on teaching migrants a new language /integration
Nordic Council, Nordic welfare centre
concrete information provided by experts
Eye -opener in many ways
University of Jyväskylä, Learned how to take different cultures and respect others more, new work tools
quite good
versatile training into working with migrants and teaching literacy skills
Helping with your work with migrants
Some perspectives into working with people from different cultures

Assessment

Assessment, Course 1 (best course)

10 responses

-
all students did benefit from the course
N/A
Excellent
None
University of Jyväskylä
descriptive
Both peer assessment and teacher's assesment

Certificate



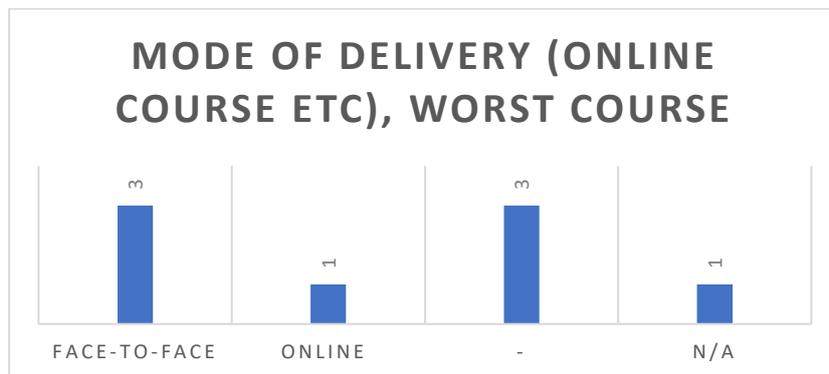
Certificate (please indicate whether this was credit-bearing), Course 1 (best course)

10 responses

-
no certificate my course is supportive
N/A
Not included
University of Jyväskylä, the certificate adds some qualifications and is great advance
not
Yes
Certificate was given
Credits, part of my degree

Least successful courses

Mode of delivery (e.g. online, face-to-face, blended)



Topic



The topics mentioned were Course connecting immigrants and work, Syrian culture education, Intercultural teaching

Level

4 out of 7 respondents were not sure about the level of the course, 1 person said it was general, one person estimated it as poor and 1 person as professional.

Course provider

Course Provider, Course 2 (worst course)

6 responses

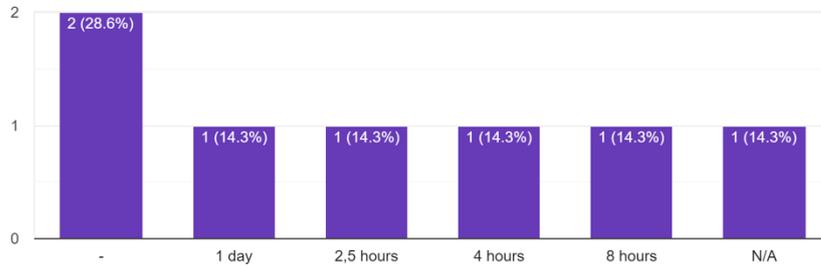
-
Cleaning service institute
N/A
Ministry of internal affairs in Finland
City of Turku
Finnish government of education

Duration



Duration, Course 2 (worst course)

7 responses



The courses evaluated were short in duration, from a few hours to 1 day.

Were migrants involved in the training?

3 people said there were migrants involved in the training, 2 people said there were no migrants involved, 3 people did not give a definitive answer.

Learning outcomes

Learning outcomes, Course 2 (worst course)

7 responses

-
did more harm than good
N/A
Ministry of internal affairs in Finland
irritation from poor execution
Don't remember any of them
Finnish government of education

Assessment

Assessment, Course 2 (worst course)

7 responses

-
none of the students benefit from the course
N/A
poor
None
Finnish government of education

Certificate

Certificate (please indicate whether this was credit-bearing), Course 2 (worst course)

6 responses

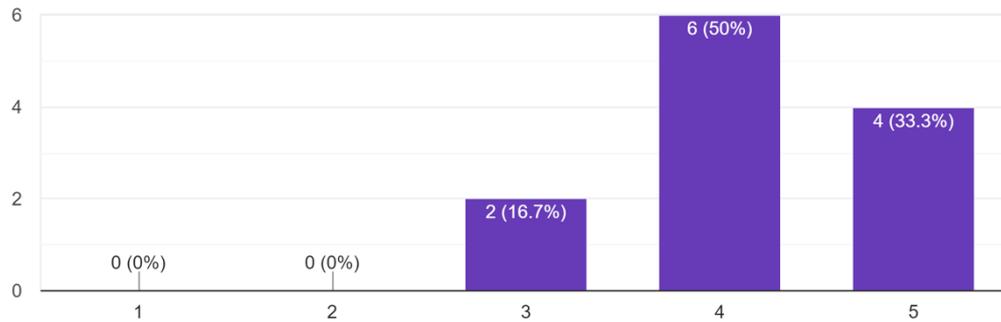
-
no certificate my course is supportive
N/A
Not included
yes, i have shown it to my employers

B4. Please evaluate the BEST course you have attended according to the options below. Consider that 1 is the lowest value and 5 the highest.



Quality of material, e.g. coherence, clarity, logical development ...

12 responses



Your comments on the material

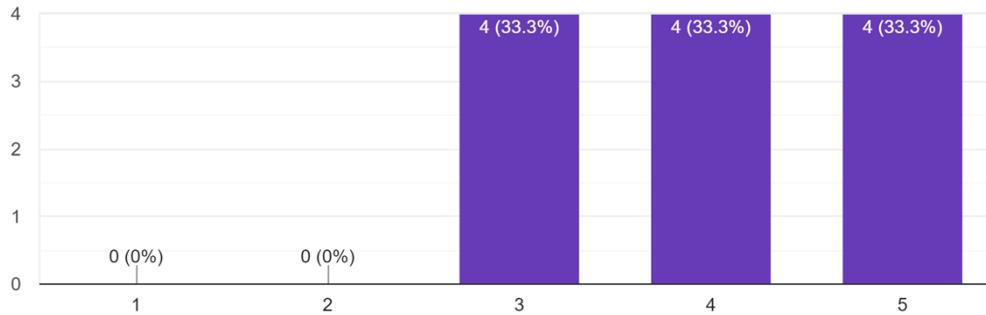
8 responses

-
- there is always room for development
- Presentations mainly and brainstorming ideas
- none
- Wide range of material
- included the latest info
- Versatile, there were online lectures, assignments, evaluation of others' assignments
- Refugee's route, how to meet the person arriving, mostly usef



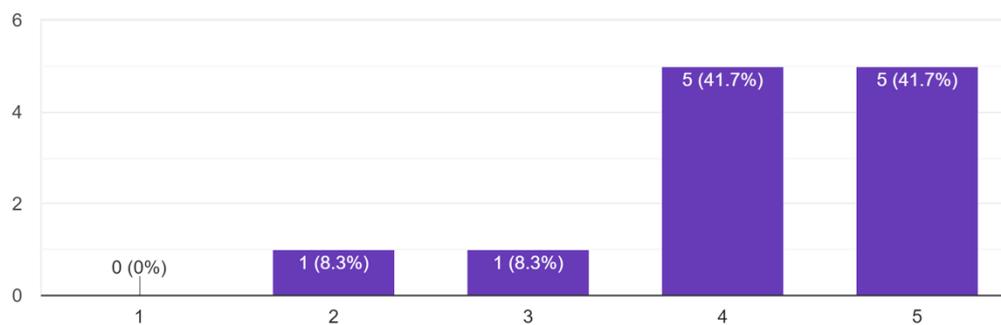
User-friendly

12 responses



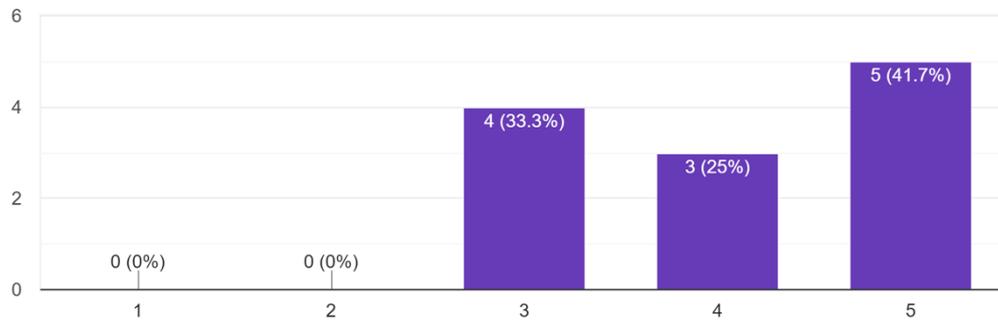
Relevance to your actual needs

12 responses



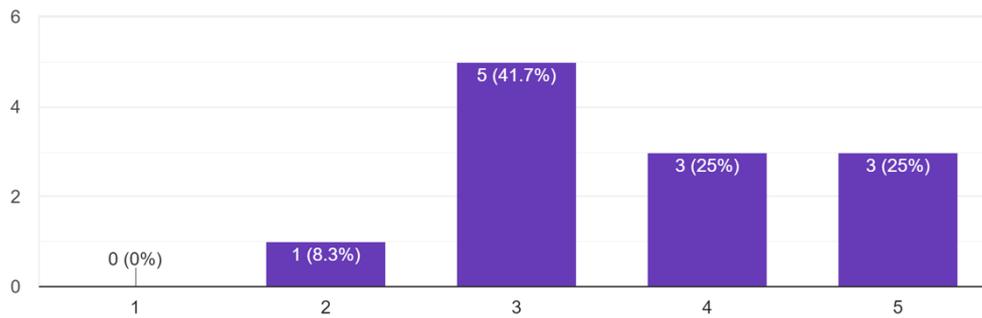
Relevance to the needs of the migrants

12 responses



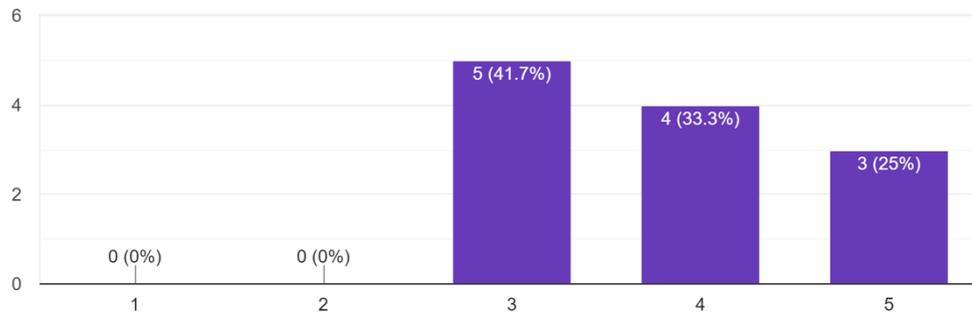
Interactivity of the material

12 responses



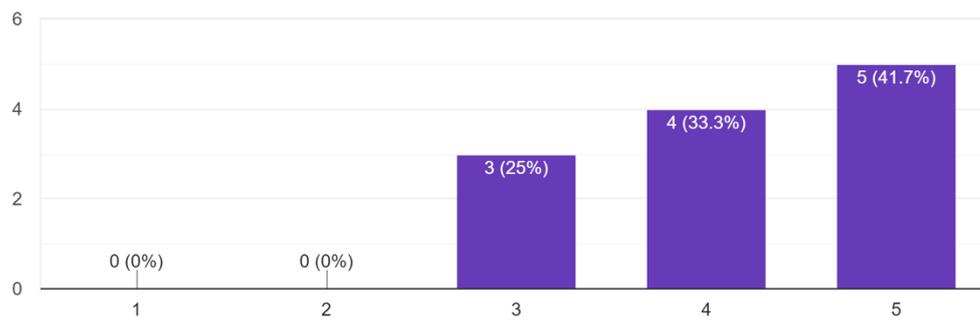
Duration of the course

12 responses



Applicability

12 responses



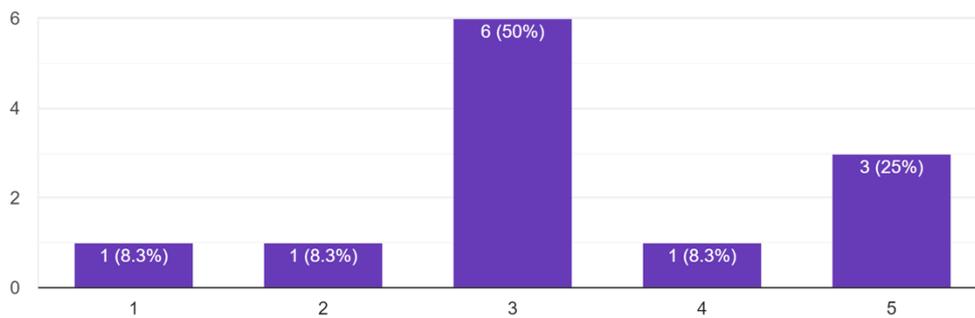
Have you actually applied what you learnt? How?

9 responses

-
- I teach students from 9 different professions. I have to apply my material to support their different needs.
- Started using multicultural ice breaking ideas
- in my everyday work, and bringing the stakeholders for cooperation in Finland
- I have informed large amount of people (incl. ministry of interior) about the seminar.
- yes, in my trainings
- I got personal feedback
- It was very useful in my work, teaching migrants
- I had so much experience that it was not relevant for me

Possibility of networking with other users

12 responses



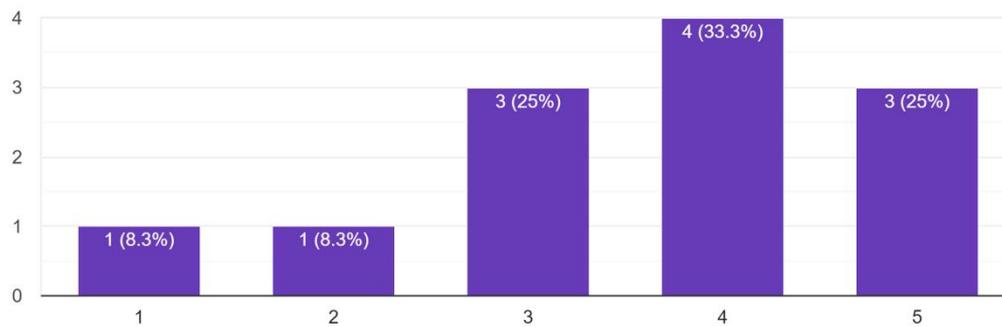
Please comment

6 responses

-
- Part of my job is planning. How to teach basic math in our college in different departments.
- N/A
- When the training/conferences take place abroad, I organize the workshops for them in Finland
- Material is in paper form
- There was some interaction even though it was a remote course, as evaluating each others' course assignments

Presentation of case studies (examples from real life)

12 responses



Were they relevant to your practice? Please describe

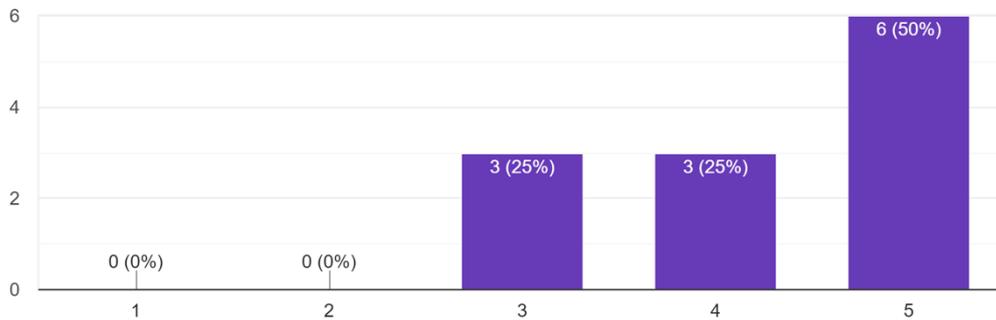
6 responses

-
- not relevant
- Other teacher's best practices - always good to find new ideas that can be applied
- Networking with immigrants and case studies to present to my stakeholders
- Especially teaching sessions were very useful for my own work.
- very much



Suggestions for practical / hands-on activities

12 responses



Please specify

7 responses

-
- you can't learn math without doing the math
- Different hands-on icebreakers, getting to know people, understanding how similar we all are even though from different cultures and countries
- .
- Use always you own body to describe things. I helps students to unde
- There was also a practice section, interviews to conduct, case-studies
- case studies are important

Quality of the material got quite a high rating (4-5) and was described as versatile and practical. The material was also seen as user-friendly.

The training was mainly seen as relevant to the trainers, though a few people disagreed. The interviewees thought the training was relevant to the needs of the migrants (8 people rated it 4-5) or they were not sure (4 people)

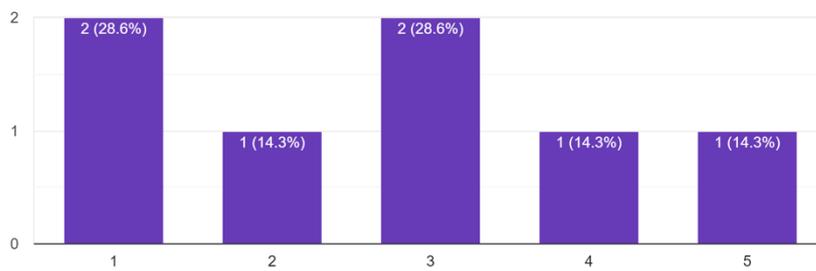
The material was not seen as interactive enough (the majority rated it 3), and also the course duration and possibility of networking were not rated very high (the majority rated them 3). The applicability was quite high (9 people rated it 4-5). Most people also thought that the hands-on-activities were very good (6 people rated it as 5).



Please evaluate the WORST course you have attended according to the options below. Consider that 1 is the lowest value and 5 the highest.

Quality of material, e.g. coherence, clarity, logical development

7 responses



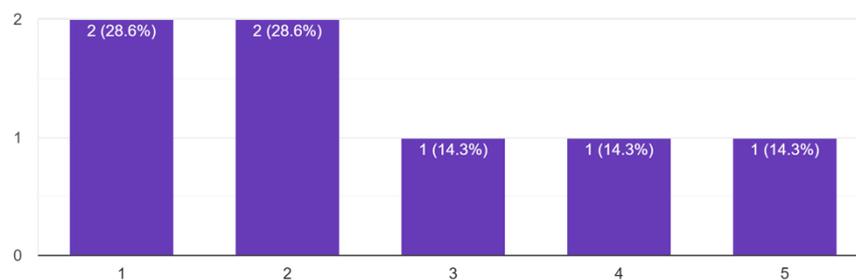
Please comment

5 responses

-
- there is always room for development
- N/A
- The problem with the local trainings are not in quality of material or logic, but with reaching the stakeholders.
- Very little material.

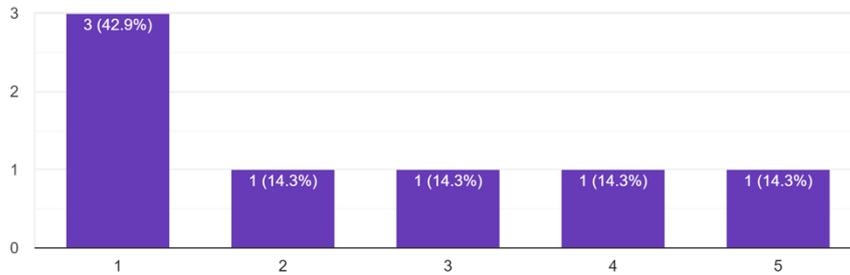
User-friendly

7 responses



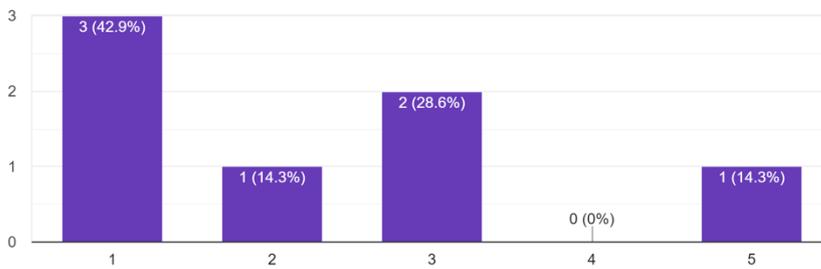
Relevance to your actual needs

7 responses



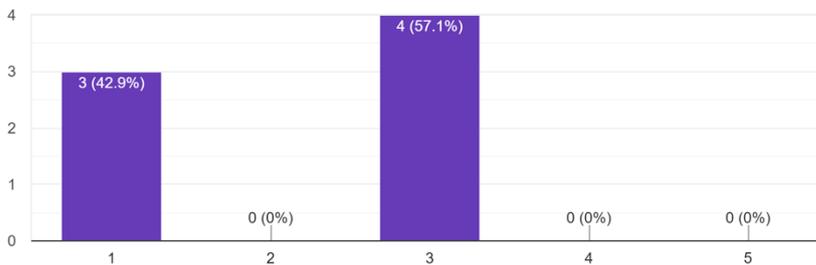
Relevance to the needs of the migrants

7 responses



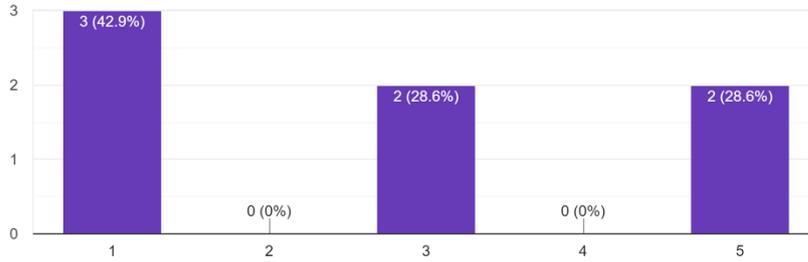
Interactivity of the material

7 responses



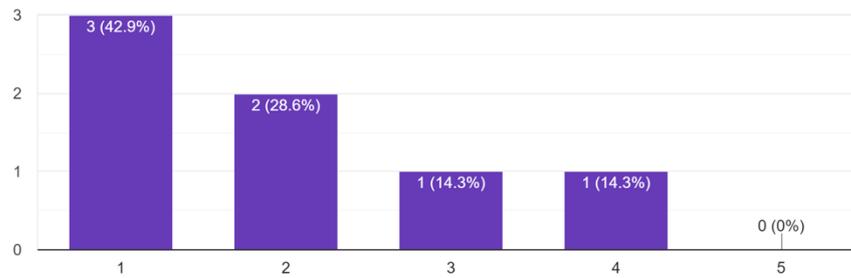
Duration of the course

7 responses



Applicability

7 responses



Have you actually applied what you learnt? How?

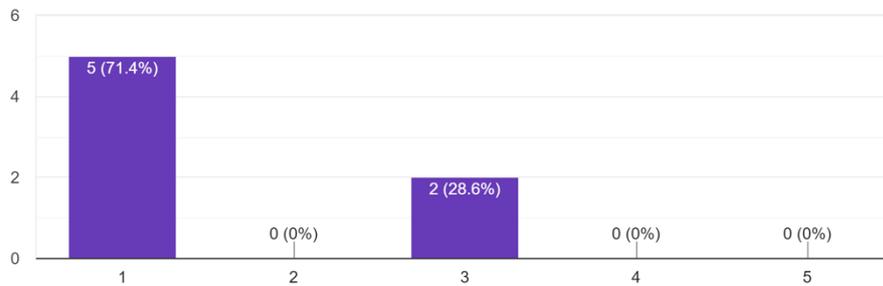
6 responses

-
- too little time
- N/A
- I attend a large number of seminars, so it all comes in complex
- No
- I was familiar with most of the content provided already



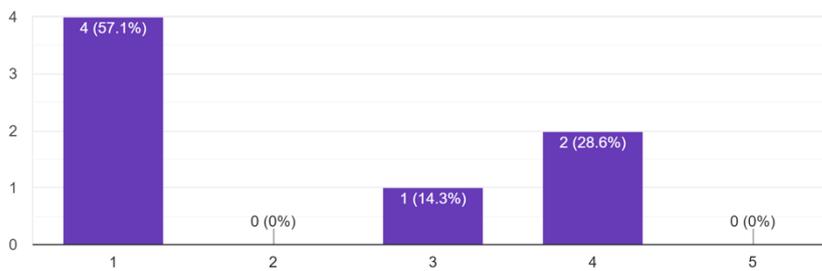
Possibility of networking with other users

7 responses



Presentation of case studies (examples from real life)

7 responses



Were they relevant to your practice? Please describe

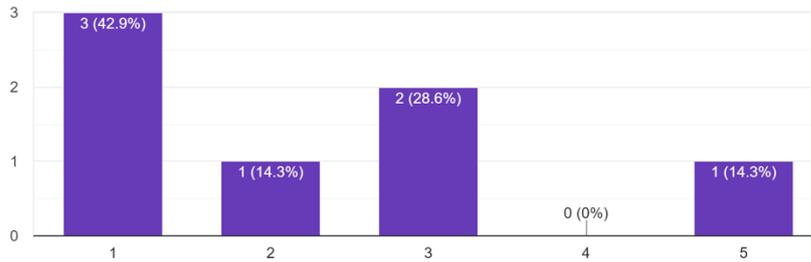
6 responses

-
- not relevant
- This section is N/A for me
- Yes, they were
- No
- yes, the examples were useful



Suggestions for practical / hands-on activities

7 responses



Please specify

6 responses

-
they did try to do calculations
N/A
none
Case-study which has skip my mind.
not even a conversation between the listeners.

There were not many responses to the questions about the worst / least successful courses, only 5-7 people commented on them. There were more varying opinions on the material, which some considered as user friendly and relevant, but most people considered the course overall not very useful. The courses seemed especially lacking in applicability, case studies and practical / hands-on activities as well as possibilities for networking.

B5. Was there anything missing from the course(s)?

7 responses

-
yes, time
N/A
They should have involved more immigrants as they are targeted at immigrants
no
Discussion part was missing
When you are in a remote neighbourhood, with no education possibilities nearby, online trainings are the best way, I have a few successful experiences with online courses.

As above, it was clear there was not enough discussions, case studies and practical examples. One person commented that there was not enough time and another pointed out that in remote areas it is difficult to find trainings and therefore online courses can be the best way.

B6. How did the course(s) change your thinking patterns, your attitudes and perceptions?

7 responses

-
no
Found new ideas to use
Not really as I have been working in this field for over 25 years now
We need immigrants to give their perspective.
It was not relevant for me as I had been working with migrants for a long time, but it can be useful if you have just started working

One person commented she found new ideas from the courses, two people said that they already had a lot of practice, so the courses were not as relevant.

B7. Did the course(s) ultimately change the way you teach? If so, in what way(s)?

7 responses

-
no
Yes, by bringing in new ideas into the classroom
.
No
It gave some new perspective and tools for my teaching work.

A few people commented that the courses did not affect the way they teach, several people were not sure or did not answer, and two people felt it gave something new to their teaching work.

C. SUGGESTIONS



C1. What should a training programme for educators teaching adult migrants include?

Basics of communication and lots of practical group work

language awareness

For language teachers; a workshop on diversity games, cultural activities with culture shocks/clashes,

it should be held in discussion, not as a lecture, which is the main problem nearly in all education

Hands-on activities are best, getting to know real cases. In our projects, Luetaan yhdessä (involving 600 trainers teaching 1000 immigrant women per year, integration and language but mainly literacy), and we discovered that most trainers are not willing to take long courses. It is important to learn the most important cultural affairs (especially violence and issues related to women, circumcisions, honor killings etc.). Important to learn to address the difficult issues, what you can discuss and what not. Learn about cultures, legislation, duties and rights of the migrants, religions, regional differences. Luetaan yhdessä project has the same teachers for a long time, you can see this kind of activity gives a lot to trainers as well.

Cultural background would be important, teaching history of the countries (where most refugees come from, e.g. Syria), as a language teacher it would also be useful to know some basics of the languages where the immigrants come from, customs, religion, history. Also immigration affairs and laws in Finland (briefly)

communication (practical skills, verbal and non-verbal), culture shock, cultural sensitivity, understanding of own and other cultures.

Specific cultural inputs

Data on the migration situation in their area, sharing of best practices, practical examples, overview of current research and models

concrete methods and information

Yes

To remember they are not children, but adults. The material should be for adults. Huge problem with language barriers, so teachers should understand that even a person with low language skills and who is not able to express themselves can be still talented. The lessons should be planned carefully and provide suitable material for people for each culture and for people with different language levels. Discussion part is also very important. Teaching in a conversational manner, how to say things. Spoken language is important in Finland because of the understanding.

topic management

It would be good to encourage creation of online trainings, as if you live in a remote area, it is difficult to have access to good training opportunities. Also development of online training methods, that it would be more interactive, inspiring and current. There can never be too much online training material.



All migrants come from different backgrounds, it is important to teach volunteers about boundaries, that you do not get too personal. It is important to have the right material, experiences, case studies, real-life examples... Sometimes it seems that volunteers do not have boundaries as to how they guide the refugees, get too involved.

Focus on adult learning, intercultural communication, affairs related to migration, trends and integration, active citizenship – how to help migrants participate in the operations of their own community, trainers should be trained for this. Also country-specific affairs, different systems in each country, so the values and norms of the home country and what immigration means for Finland should be a topic to discuss

Intercultural communication is useful especially when teaching Finnish to foreigners, basics of the migrants' cultures, language, case studies, real life examples

Practical information, legal information, understanding cultures and psychological aspects, best procedures how to help them, guidance network

every day life tips

All interviewees responded to this question in terms of suggestions. Most significantly, the importance of providing practical information as well as information about the migrants' backgrounds, cultures and even languages was considered important. It was also pointed out that it is important to teach how to teach and work with adults, to be able to have conversations and be sensitive and provide support in an appropriate way. Intercultural communication and communication in general was considered important. The importance of online material made available was emphasised.

C2. Which skills and competencies do you consider fundamental for intercultural education (e.g. intercultural competence, active listening, intercultural conflict management)?

Intercultural competence, knowledge of history and religion and conflict management

flexibility, active listening, ability to see and hear the persons as they are without bias or prejudices

intercultural competence

listening (not knowing about cultures at all), avoiding stereotypes

Flexibility, ability to take risks, open mind, genuine interest towards cultures and religions.

Prevention, flexibility, dealing with different situations

Listening, collaboration, flexibility, problem solving, motivating others

intercultural competence, active listening, intercultural conflict management

all of the above

knowledge of what to live in a foreign culture and what challenges language learning can have

Active participation



Teachers and students should be open to other ways of doing things and thinking. You should have respect on other cultures, and understand that your way of doing things is not only correct one. It is important to study foreign languages, especially the languages of the students as they see the interest towards themselves like how do you say that in your language?

listening, active searching of different methods for different learners

You encounter learning disabilities, people in different life situations, traumas, etc. and need to learn how to deal with this. You need psychological skills, but also to learn how to guide the migrants forward, that you know the network and do not try to take responsibility alone. You should learn how to react in crisis situations.

Listening, being present, supporting, being a friend, guiding, not with intuition but according to instructions and training, the role of the volunteers should be clear when working with refugees/migrants.

The most important thing is to get the message through, what we are training for. Being aware of the language issue - if you train in Finnish, they do not know it so well and you have to prepare for it. They might know English well either. Knowing the immigrants' background, the norms and values of the new home country.

Flexibility, openness, listening skills

Open-mindedness, empathy

intercultural conflict management

All participants answered this question. Listening skills, active participation, being present and providing support, being flexible and open were considered important. Intercultural skills were also considered important, knowing how to encounter people from different cultures and backgrounds.

4. CONCLUSIONS

Considering the results of the interviews, we can now draw some conclusions regarding the training currently being offered on intercultural education in the partnering countries.

In all the countries involved in the project, most of the educators working with migrants did not attend any training programmes. Finland is the only country where the percentage of people who had a training on intercultural education is slightly higher than 50%. Most of the people could not attend training courses because of lack of time and supply, and the majority of those who did attend such courses did so as a personal choice or as a means for professional development.

Educators appreciated the practical examples mentioned during the trainings and learning materials which are user-friendly and relevant to migrants' needs. However, in general, what is missing in the training is a deeper analysis of case studies and the possibility of networking with the other participants.

Even if most of the educators claimed to have an adequate knowledge of all key-concepts listed in the interview, it is clear that there is a need for further training about multilingual classes management and intercultural perspectives of specific items, such as time, work, leisure and dignity. Moreover, UK and Greek educators in particular stated that there is a need for education on the current national context of migration and the legislative framework of migration in their countries; while Italian and



Finnish educators showed more interest in acquiring knowledge about the theory of the educational models.

The main characteristics of successful training programmes on intercultural education are the level of applicability, the presentation of case studies and the possibilities for networking, if they are present. The quality of the material is also important in order to have an effective training course: many educators consider it to be fundamental that learning material is user-friendly as well as relevant to both educators' and migrant learners' needs.

The interviews also discussed which competencies are necessary for those educators who want to work with migrant learners. Most of the participants agree that a good educator, intercultural competence, active listening and conflict management skills are important.

In conclusion, the analysis of the interviews points towards many commonalities amongst educators across the partnering countries. The results are a useful point of departure when proceeding to the following stages of the project.

5. RECOMMENDATIONS

Qualitative research based on semi-structured interviews was a good tool to get a general idea of which types of training programmes already exist in the countries involved in the project. However, it was not so easy to find people available to answer the questions. For some, the interview was perceived as being too long, complicated and time consuming.

Nevertheless, thanks to this research, we are able to make recommendations with regard to the content of a training programme for educators teaching adult migrants.

- a. Methods to identify migrants' educational level and their educational and training needs.
- b. Active, experiential, applicable educational techniques and tools. There is a demand for techniques which can clearly be implemented in real-life scenarios.
- c. Cultural preparation of migrant learners by introducing them to the culture of the host country (customs, traditions, possible racist tendencies, etc.), in order to ease their adjustment to the new environment.
- d. Techniques on how to overcome language barriers.
- e. Ways to approach and assist migrant learners with their integration into a different learning environment (especially those in need of psychological support).
- f. Presentation of the national legal framework of migration and some information about the situation of migrants' home countries.
- g. The inclusion of networking possibilities.
- h. Lessons on reflecting on the teacher's own presumptions and ethnocentrism, as well as biases.
- i. Emphasising different perceptions of work, leisure and time.

It is evident from the interview results that practical information, hands-on activities and case studies are considered extremely important. Many of the participants noted that practice is the best way to learn and this should also be an important part of training programmes.

Many educators pointed out that access to training programmes is difficult for those who live in more remote areas or small towns. By making a training programme and learning materials available online, more educators can be reached.

It is important to highlight once more that, whilst the research has produced useful and insightful material, it cannot be regarded as representative of either the experiences of adults working with migrants or of migrant experiences of provision. This was never the aim, however, and indeed, the diversity of countries and needs would make this impossible. The research process itself has been extremely rewarding, because it generated rich qualitative data that will be used in designing the curriculum for Output 2. This recommendations section is extremely useful, and it has been largely informed precisely by this rich qualitative data, and less so by the quantitative data, which was useful but not on its own.



For Output 3 and indeed the next stages, we will also be consulting the growing academic literature on Adult Education and Intercultural Training, related to some of the issues that the project is concerned with.



6. APPENDICES

APPENDIX 1: INTERVIEW CONSENT FORM

Thank you for agreeing to participate in our research.

Our international project entitled “Intercultural Training for Educators - InterTrainE” is funded by the EU (Erasmus+ Program/ 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 for the purposes of our Research Report on Intercultural Education, which is the second output of our research (IO2). More information about the project can be found here: <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-UK01-KA204-047987>

A sample of 20 experts and educators in adult education will be interviewed in the participating countries, regarding their training experiences and views on intercultural training. Findings will be compared to existing data on qualifications and competences that are required for intercultural training.

Your responses will not only be used to draft the IO2 report, but also to inform the curriculum design and the development of course materials. These will include a course syllabus, a Moodle and a handbook for trainers.

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

I, _____, agree to be interviewed for the purposes of the Erasmus+ project InterTrainE – Intercultural Training for Educators (2018-1-UK01-KA204-047987). Details of the project’s aims and methods have been explained to me and I was able to ask questions when necessary.

- My participation in this project is voluntary and I understand that I may withdraw and discontinue participation at any time without penalty.

- I understand that if I feel uncomfortable in any way during the interview session, I have the right to decline to answer a question or to end the interview.

- The interview will be recorded in audio format, depending on what I have agreed with



the researchers.

- I understand that the researchers will not identify me by name in any reports using information obtained from this interview and that my confidentiality as a participant in this study will remain secure.
- My recording will only be used for the purposes of this research. It will be stored securely on a university server and it will be deleted after 5 years.
- I have read and understood the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
- I have been given a copy of this consent form.

I consent to be interviewed for the purposes of this project.

I consent / do not consent * (please delete as appropriate) for the interview to be recorded and I understand that my personal information will not be disclosed.

Signature of participant

Print Name

Date

Signature of InterTrainE partner

Print Name

Date



APPENDIX 2: SEMI-STRUCTURED INTERVIEW TEMPLATE

EVALUATION OF EXISTING TRAINING ON INTERCULTURAL EDUCATION

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+ Program/ 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.

The main objective of this research is to provide specific information on intercultural training in Adult Education in Greece, Italy, Finland and UK. For this reason, we intend to design a small-scale qualitative research, involving a sample of experts and educators in adult education in each partner country. The findings will be compared to existing data on qualifications and competences available for the successful application of intercultural training.

Your responses will be stored securely in an HWU server and will be used solely for the purposes of this project.

The interview will take about 20 minutes 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 teaching/training migrants in particular (either exclusively, or in mixed classes).

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

A5. 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).

Not at all Very little Adequately Very much

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

Not at all Very little Adequately Very much

3. Legislative framework for the education of migrants:

Not at all Very little Adequately Very much

4. Bilingual/ multilingual education:



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:

Not at all Very little Adequately Very much

6. Multicultural class management:

Not at all Very little A lot Very much

7. Intercultural perspectives of time, work and leisure

Not at all Very little A lot Very much

8. Intercultural dimension of dignity

Not at all Very little A lot Very much

B. EVALUATION OF THE TRAINING COURSES YOU ATTENDED

B1. Have you attended educational programmes/ seminars in Intercultural Training?

Yes No

B2.1 If no, why? Then go directly to section C

- Lack of availability
- I'm not interested (it's not my priority)
- Limited time
- Cost (they were too expensive)

B2.2 If yes, what motivated you to take part in this training?

- Requirement from my institution
- Legal requirement
- Personal choice
- Professional development
- Other (please specify)



B3. Briefly describe the most and least successful course(s) according to the following categories:

Course 1 (the best) Course 2 (the worst)

Mode of delivery (e.g. online, face-to-face, blended)

Topic

Level

Course provider

Duration

Were migrants involved in the training?

Learning outcomes

Assessment

Certificate (please indicate whether this was credit-bearing)

B4. Please evaluate the above course(s) according to the following. Consider that 1 is the lowest value and 5 the highest.

* [Best course]

o Quality of material, e.g. coherence, clarity, logical development

* Please comment

o User-friendly

o Relevance to your actual needs

o Relevance to the needs of the migrants

o Interactivity of the material

o Duration of the course

o Applicability

* Have you actually applied what you learnt? How?



o Possibility of networking with other users

* Please specify

o Presentation of case studies (examples from real life)

* Were they relevant to your practice? Please describe

o Suggestions for practical / hands-on activities

* Please specify

* [Worst course]

o Quality of material, e.g. coherence, clarity, logical development ...

* Please comment

o User-friendly

o Relevance to your actual needs

o Relevance to the needs of the migrants

o Interactivity of the material

o Duration of the course

o Applicability

* Have you actually applied what you learnt? How?



o Possibility of networking with other users

* Please specify

o Presentation of case studies (examples from real life)

* Were they relevant to your practice? Please describe

o Suggestions for practical / hands-on activities

* Please specify

B5. Was there anything missing from the course(s)?

B6. How did the course(s) change your thinking patterns, your attitudes and perceptions?

B7. Did the course(s) ultimately change the way you teach? If so, in what way(s)?

C. SUGGESTIONS

C1. What should a training programme for educators teaching adult migrants include?



C2. Which skills and competencies do you consider fundamental for intercultural education (e.g. intercultural competence, active listening, intercultural conflict management)?

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

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:

