

LEACOMM

**Learning Community Migration and Minorities: Platform for Teachers
and Teacher Educators**

NEEDS ANALYSIS

MODERATED BY



This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This report describes the specific needs of the survey participants from six countries under the LeaCoMM project. 201 questionnaires were completed; 35 (17,4%) from Germany and Turkey, 34 (16,9%) from Greece, 37 (18,4%) from Lithuania and 30 (14,9%) from Ireland and Slovenia (see Figure 1).

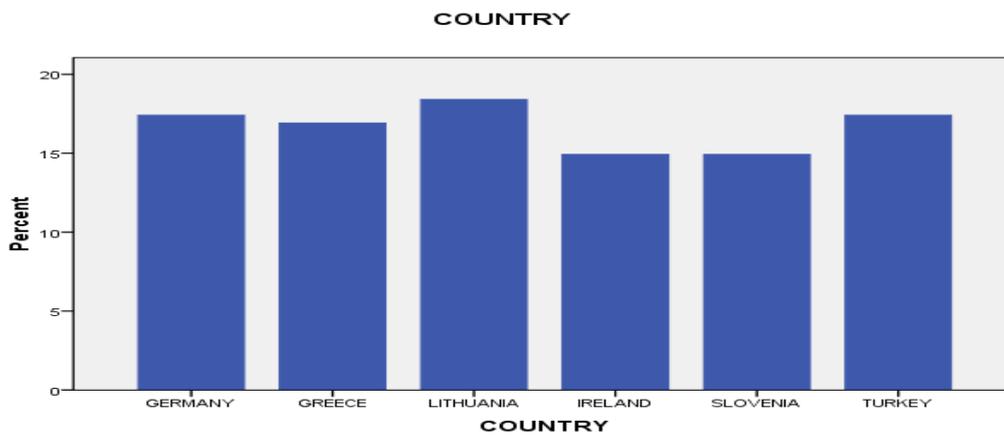


Figure 1. Percentage of questionnaires per country

The age of the survey participants is less than 20 years old for 3,5%, between 21 and 30 for 20,9%, between 31 and 40 for 28,4%, between 41 and 50 for 20,9% and more than 50 years for 20,9% of them. Most of them are teachers, namely 67,5%. 4,5% represents staff that is working in teacher education, 2,5% pre-service teachers, 7% head teachers/directors, 1% teachers-students that are working in teacher education, 2% teachers/teachers students, 2,5% of teachers that are working in teacher education and 0,5% of headteachers/directors that are working in teacher education. Most of the teachers/students are from Ireland and Germany (see figure 2).

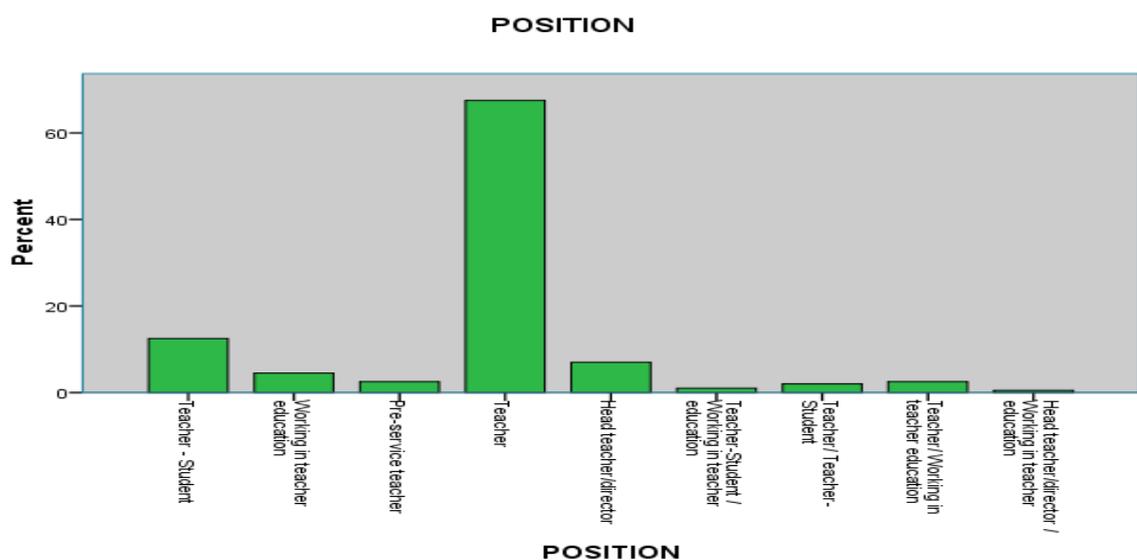


Figure 2. Current position of survey participants

41,5% of the survey participants are working at regular classes of primary schools. 33,3% are teaching at regular classes of secondary schools and 14,6% of them are teaching at regular classes of technical - vocational schools. There aren't any Lithuanian survey participants who are teaching/working in primary schools and neither Turkish or Greek teachers who are teaching/working in technical - vocational schools. The rest of the survey participants (10,6%) are teaching/working in other regular classes or in separate classes of the above types of schools. Most of them are teachers (more than 60%) but in Ireland most of them are teachers- students in contrast with the results of the other countries. Although most of the schools are primary with regular classes, in Lithuania they are technical – vocational schools with regular classes and in Germany secondary schools with regular classes. Some of the Lithuanian teachers are teaching at schools for ethnic minorities and international schools (see Figures 3 & 4)

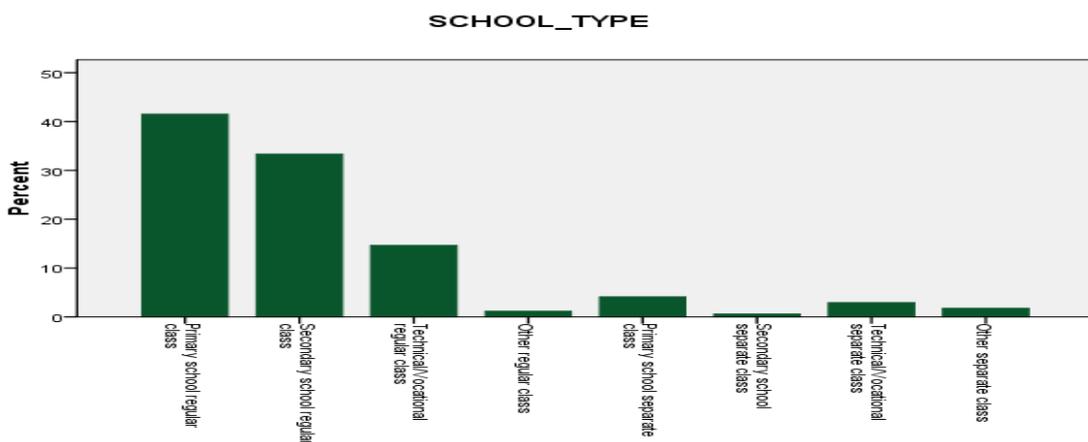


Figure 3. Type of school where survey participants work

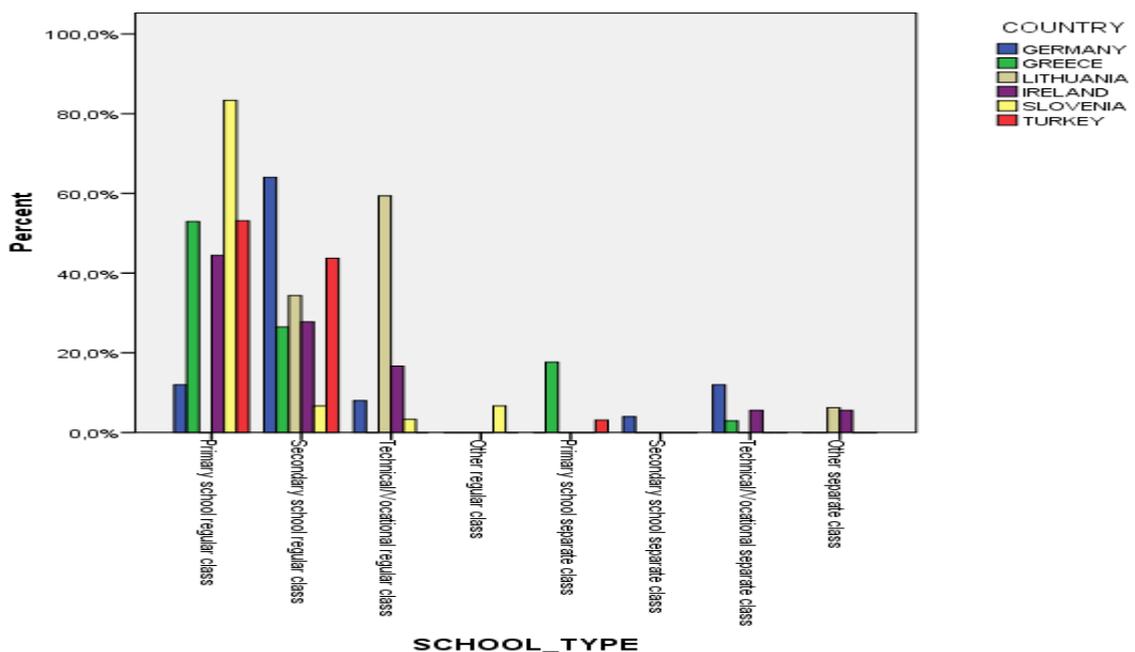


Figure 4. Type of school per country where survey participants work

Only 7,8% of the survey participants answered that there is a different curriculum for students with a migrant background and/ or ethnic minorities at their schools. These survey participants are teaching/working in Germany, Slovenia and Turkey. Hence, there is not a different curriculum in Ireland, Greece and Lithuania (see Figure 5).

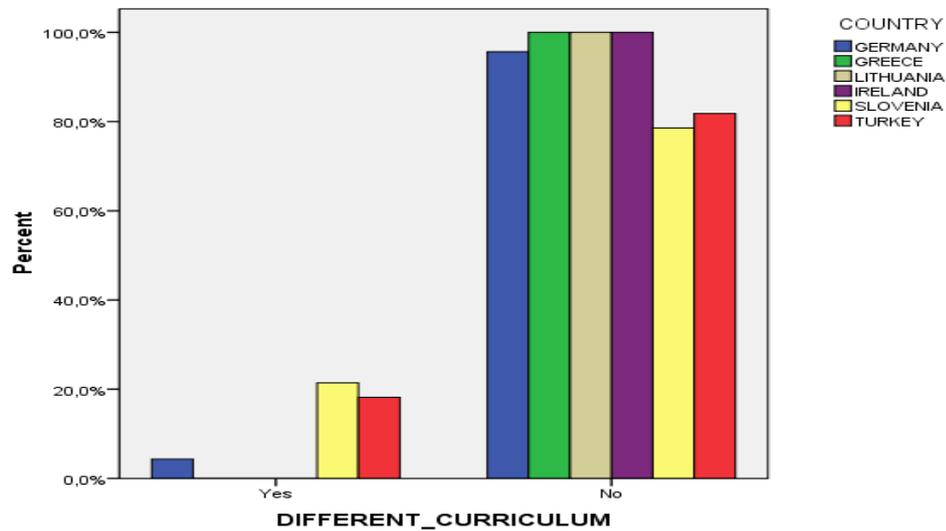


Figure 5. There is a different curriculum or not for students with a migrant background and / or ethnic minorities at their school in each country

Only 20,5% of the survey participants have got specific training/qualification on migration and ethnic minorities as a (future) teacher or teacher educator. Nearly half of the Irish survey participants have received specific training on immigration and ethnic minorities. About 20% or less of the teachers in other countries has received specific training on this topic (see Figure 6).

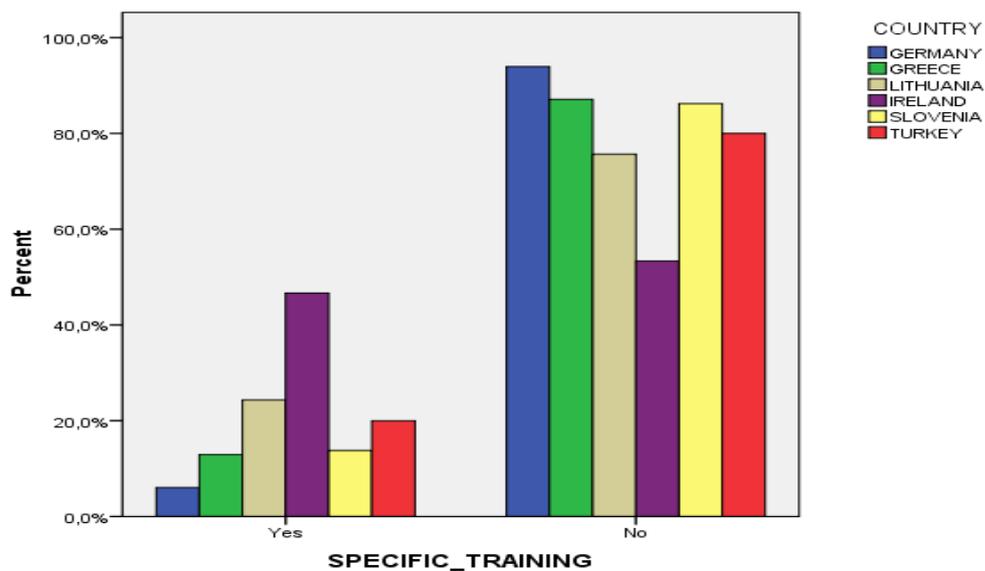


Figure 6. Survey participants that have got specific training/qualification on migration and ethnic minorities

Although 32,3% of the survey participants have answered to this question, they are well educated. 27,7% have completed only undergraduate studies, 18,9% only postgraduate studies, 10,8% training courses and 3,1% periods of formal/informal learning. All of the survey participants in Germany and most of them in Ireland have completed only undergraduate studies. They have completed postgraduate studies in Slovenia, Lithuania and they have attended seminars on immigration and ethnic minorities in Turkey and in Greece. All Greek survey participants have completed postgraduate studies or have attended further training courses (see Figures 7 & 8).

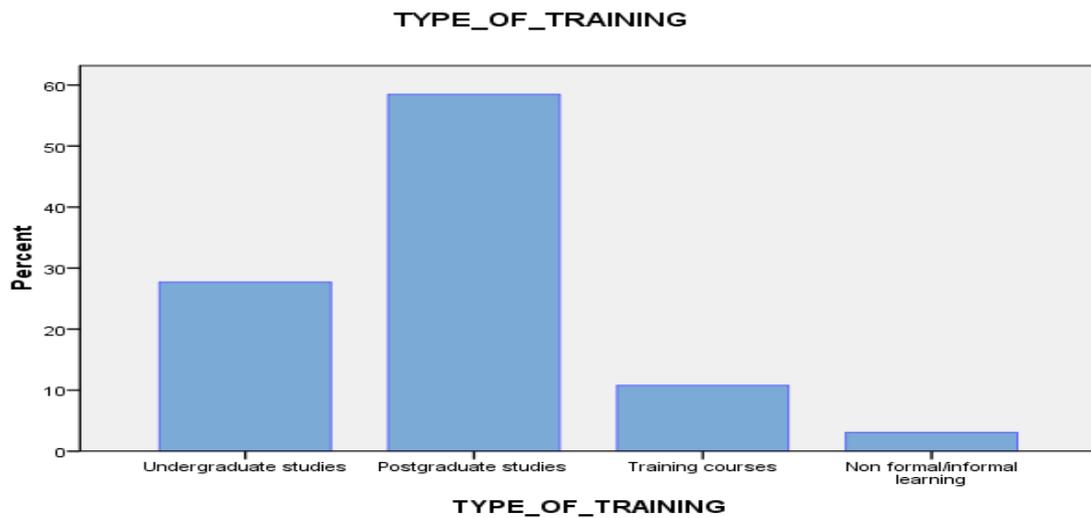


Figure 7. Type of specific training in /qualification on migration and ethnic minorities

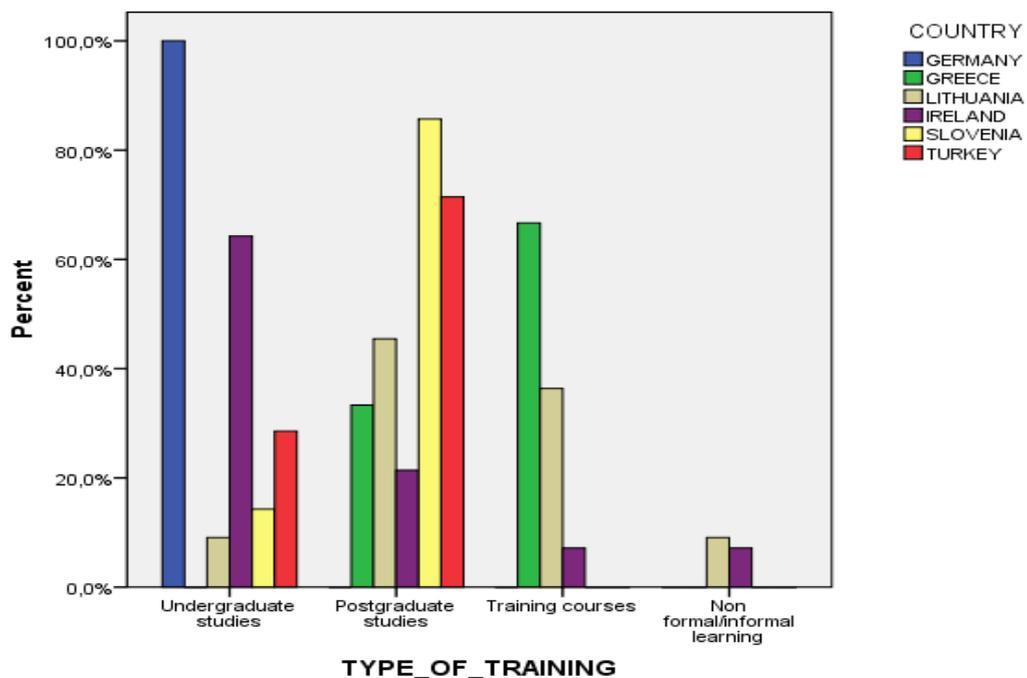


Figure 8. Type of specific training in /qualification on migration and ethnic minorities per country

16,4% of the survey participants have an immigrant background. Less than 10% of the Lithuanians and the Irish survey participants have an immigrant background (see Figures 9 &10).

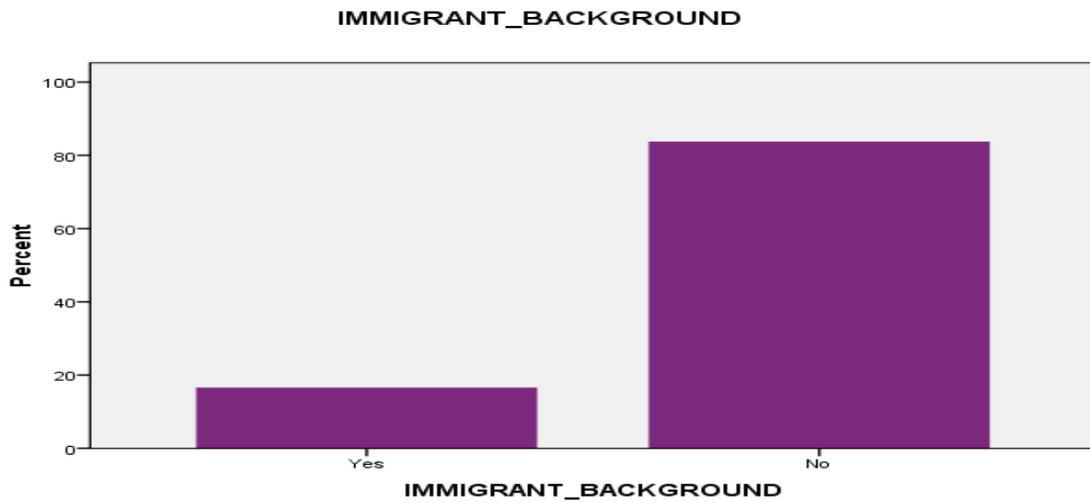


Figure 9. Survey participants with immigrant background

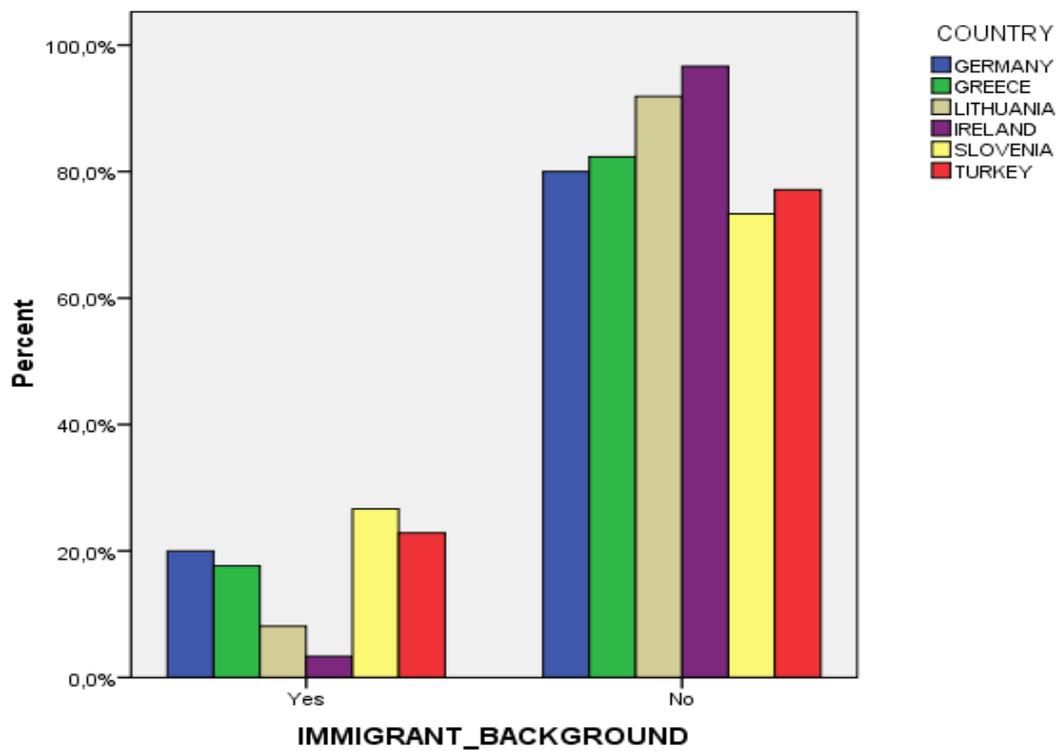


Figure 10. Survey participants with immigrant background per country

Each survey participant was asked to list the main three challenges that a teacher may experience in a multicultural classroom and what would be necessary to resolve these challenges. The answers were repeated between the three challenges. There were given the same answers in a different order. This happened also among the answers between the countries. The most usual/frequent answers that were given from the teachers (see Table 1). are listed there.

Table 1. Main challenges that a teacher may experience in a multicultural classroom and what would be necessary to resolve these challenges

Challenge	Necessary to resolve
Language barrier -Communication	Language Lessons – Teacher training – Improving Language skills
Culture diversity/knowledge	Intercultural introduction for teachers and parents – Projects & teaching methods -Workshops
Racism (religious aspect – origin)	Sensitization – Isolation – Education - Training
Inclusion	Teachers language training – Social learning qualification
Diversity	Acceptance – team/pair/group working

There is no significant difference between the answers that were given between the challenges (see Table 2). It is interesting because they feel more competent to deal with the 2nd challenge instead of the 3rd challenge and it shows that they feel the three challenges equal to them (see Figures 11, 12 &13).

Table 2. To what extent do the survey participants feel competent to deal with those three challenges

	CHALLENGE 1	CHALLENGE 2	CHALLENGE 3
Not competent	4,4	3,5	3,4
Not so competent	15,5	10,6	13,4
Competent	25,4	23,5	22,1
Quite competent	38,7	45,3	42,3
Very competent	16,0	17,1	18,8
Total	100,0	100,0	100,0

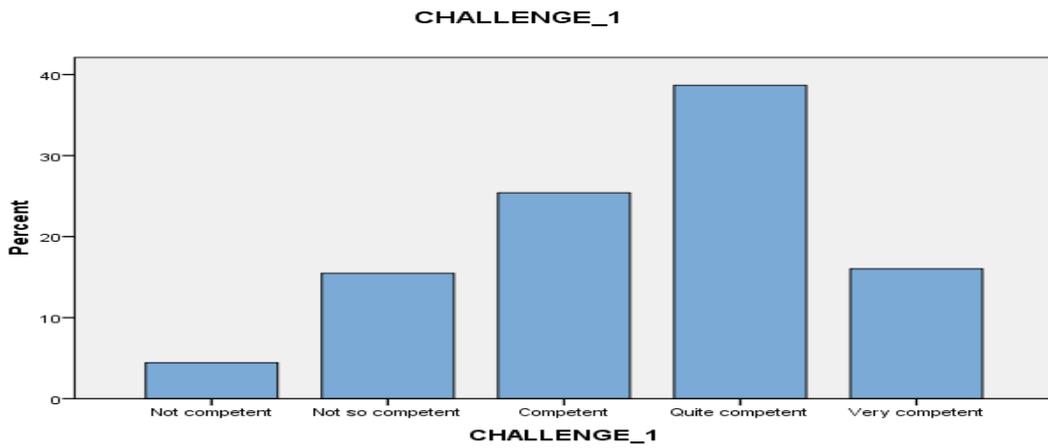


Figure 11. They feel more competent to deal with the 1st challenge

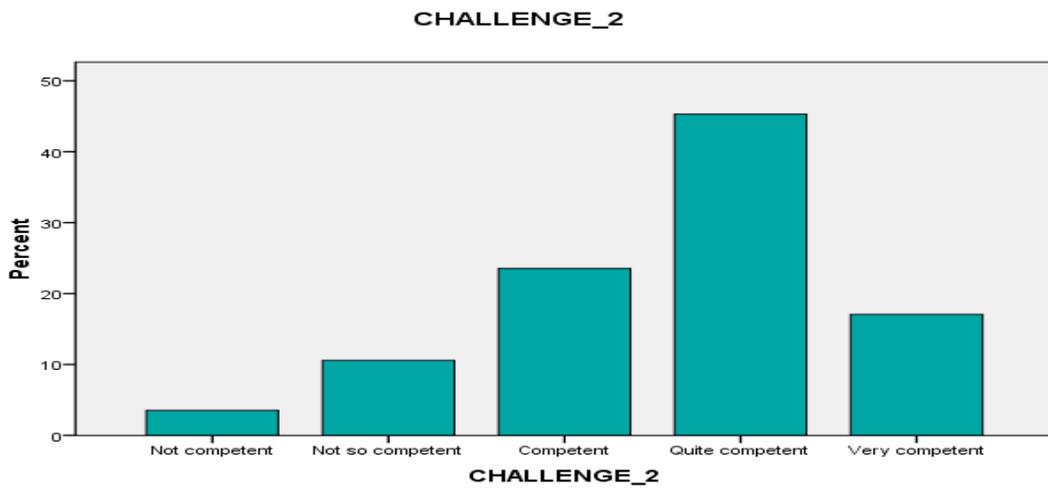


Figure 12. They feel more competent to deal with the 2nd challenge

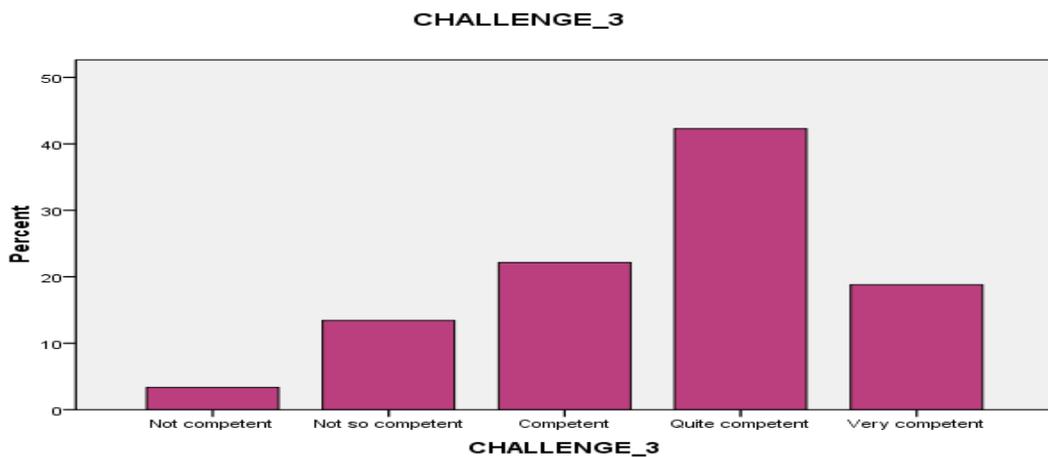


Figure 13. They feel more competent to deal with the 3rd challenge

62,9 % of the survey participants said that language education and use of multilingualism at school is “very important” and 26,3% of them said that it is “quite important” for professional qualification of teachers and teacher educators (see Figure 14).

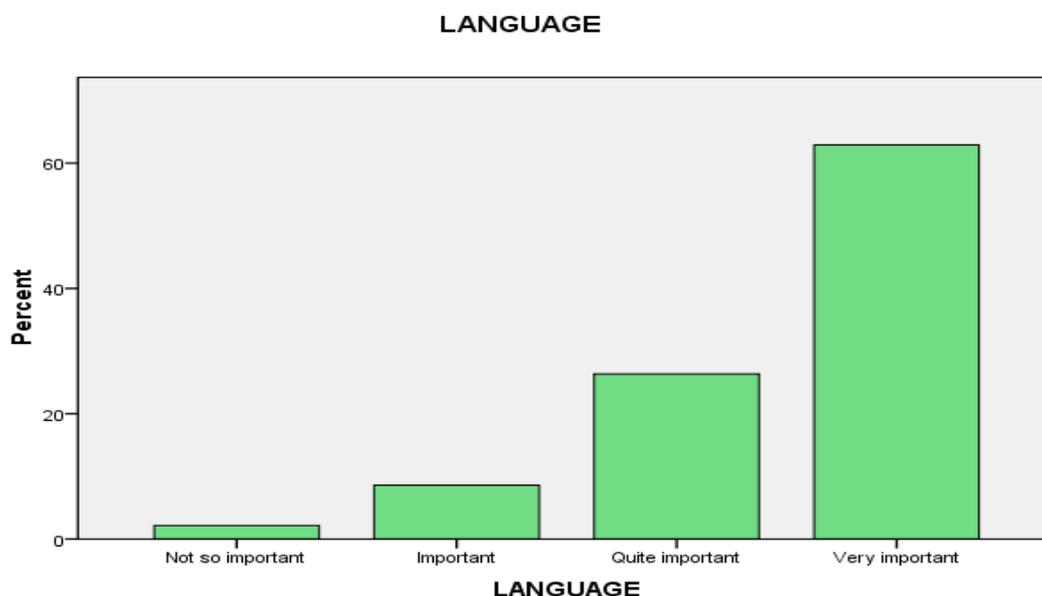


Figure 14. How important is language education and the use of multilingualism at school for the professional qualification of teachers and teacher educators

83,7% of the survey participants are interested in using the platform “LeaCoMM” for learning more on language education and use of multilingualism at school. They say that it is important:

- for language knowledge
- for understanding other cultures
- to facilitate communication and foster respect and trust
- because the number of foreign students started to increase and teachers need to develop foreign language skills
- for the communication with non-native speakers in the classroom that would help overcome challenges of cultural differences
- because it provides new teaching methodology for languages and improves communication between teachers and students
- to give extra information and assist multilingual students
- for language training in multilingual classes
- to assist students with multicultural background and their teachers to improve their knowledge especially teachers for foreign languages
- for students from different backgrounds

- principle for bringing up world citizens to be improved on spoken language and communication
- to learn more about other teaching-material
- to talk with parents
- because multilingualism aids integration, is useful for children

63,4% of the survey participants said that racism’s critical design of school and teaching is “very important” and 27,3% of them said that it is “quite important” for professional qualification of teachers and teacher educators (see Figure 15).

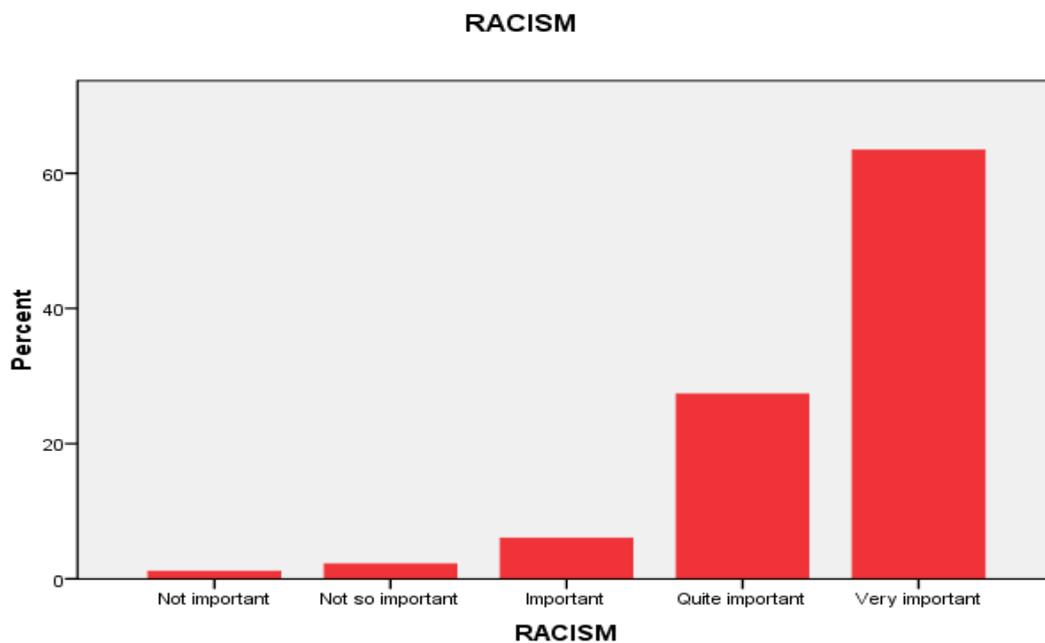


Figure 15. How important is racism’s critical design of school and teaching for professional qualification of teachers and teacher educators

77% of the survey participants are interested in using the platform “LeaCoMM” for racism’s critical design of school and teaching. They say that it is important:

- as racism is rising
- it improves cooperation between teachers
- because there is also constantly xenophobia in school that must be faced, and they both need new tools that will help teachers
- for knowledge of immigrants’ social life
- to develop tolerance and understanding
- for more acceptance of other ethnical groups
- school without Racism – school with Courage

- possibility for early intervention
- for equality
- to gain information to prevent discriminators
- to prevent bullying and to encourage self-esteem approaches
- to effect social/psychology integration
- for a respectful contact
- to wide their own horizon
- to enable/reach mutual acceptance and appreciation

56,5% of the survey participants said that intercultural / international perspectives on teaching content is “very important” and 32,6% of them said that it is “quite important” for professional qualification of teachers and teacher educators (see Figure 16).

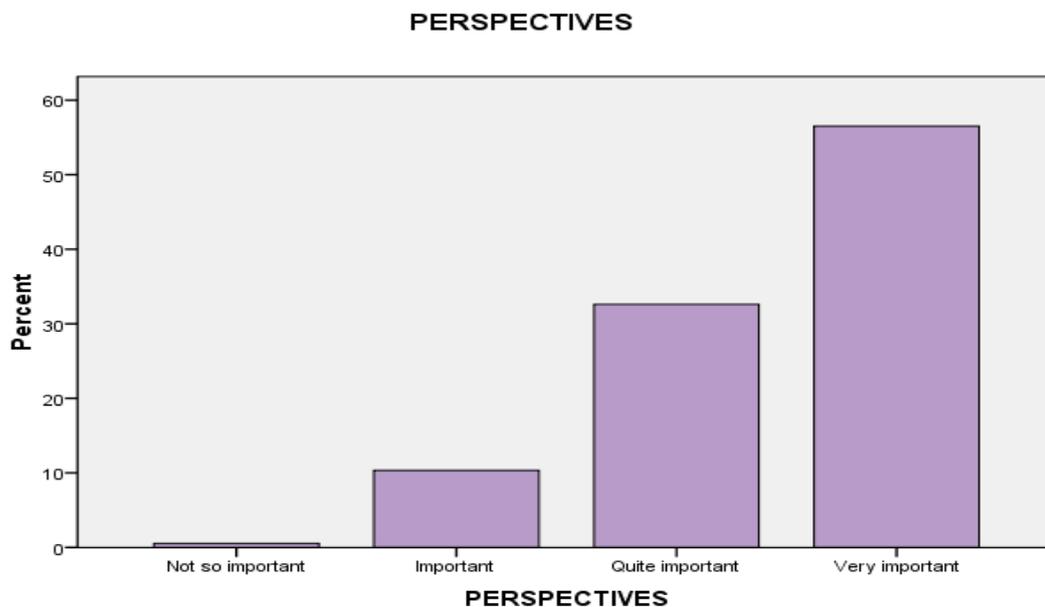


Figure 16. How important is intercultural / international perspectives on teaching content for professional qualification of teachers and teacher educators

81,1% of the survey participants are interested in using the platform “LeaCoMM” for intercultural / international perspectives on teaching content. They say that it is important:

- for understanding unknown areas and students from other countries
- because of problems and reasons for migration of other nations
- for expanding learners and teachers horizons and avoiding miscommunication that is caused by differences in mentality and concepts
- for new programs, because it will be easier to work as a teacher

- to find and exchange new materials
- to learn about the situation in other countries and face any problems that occur as there are students with different cultural background
- to make students more global in the school
- because language learning is related with cultural training
- as a specific topics in teaching language; art and music
- for global networking anyway
- possibility for differentiation
- because it's up-to-date and there is a lack of teaching-materials
- it is hard to find materials that go beyond food/festivals in teaching intercultural
- to gain knowledge and to educate students as global citizens, because the unity of people can be provided under unity of education as the education has a universal baseline
- because teachers must have an international point of view to adapt someone to the environment.

45,1% of the survey participants said that diversity management in schools and school administration is “very important” and 34,1% of them said that it is “quite important” for the professional qualification of teachers and teacher educators (see Figure16).

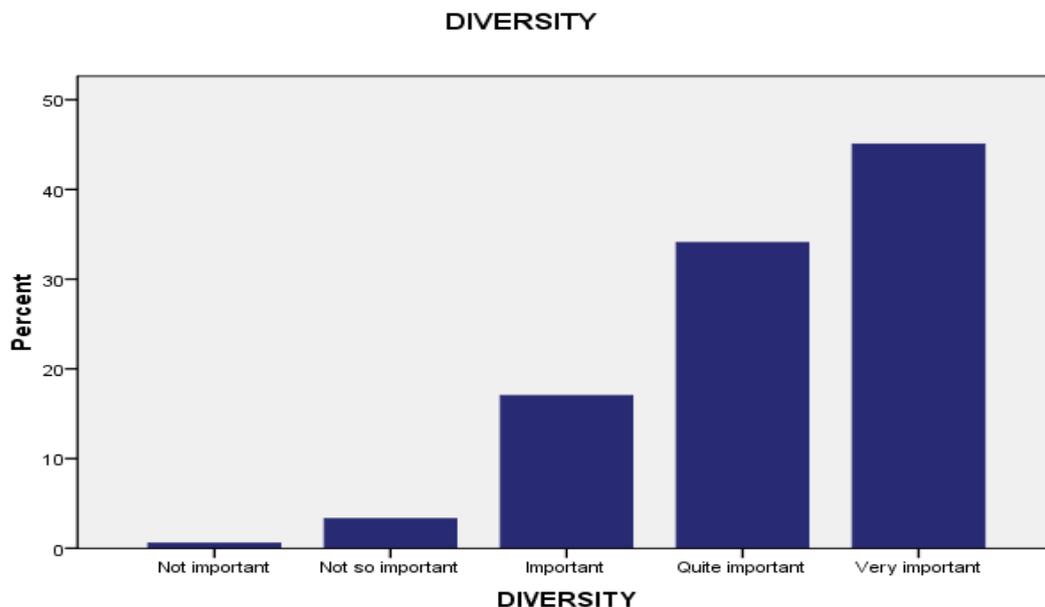


Figure 17. How important is diversity management in schools and school administration for professional qualification of teachers and teacher educators

54,6% of the survey participants are interested in using the platform “LeaCoMM” for diversity management in schools and school administration. They say that it is important:

- for broader knowledge base
- for facing problems with students from different cultures
- for respectful of differences, that may be attention to and they can be guide as well
- for being integrated into modern education modules
- for learning of multicultural students that always will be a complex and sensitive process
- to improve management of multicultural classes
- because many children face racism and bullying at school
- as it will reduce diversity; improve the teaching methodology and inclusion in multicultural classes
- because the management must also be open minded, attend lifelong learning programs and promote innovative teaching methodology among school teachers
- for tips and tricks to handle multilingualism
- to enhance equality of chances
- to wide range of the staff/ versatility
- to exchange of new possibilities

It is also interesting because the survey participants are asking for help, they want to learn more but 28,1% of them are not willing and 17,3% are not so willing to use their personal information to log on to the Platform. On the other hand, 17,8% are willing, 16,2% are quite willing and 20,5% are very willing to use their personal information (Figure 17).

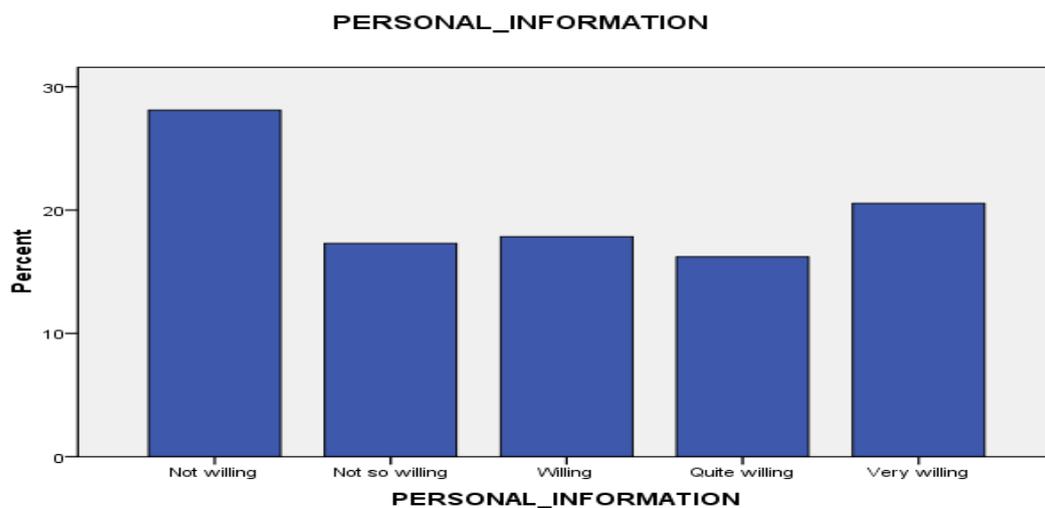


Figure 17. Percentage of survey participants that are willing or not to use their personal information to log on at the Platform

38,3% of the survey participants also answered that “it is not necessary” to connect the platform with social networks, 10,9% of them said that is “not so necessary”, 20,2% answered that it is “necessary”, 10,9% answered that it is “quite necessary” and 19,7% said that it is “very necessary”.

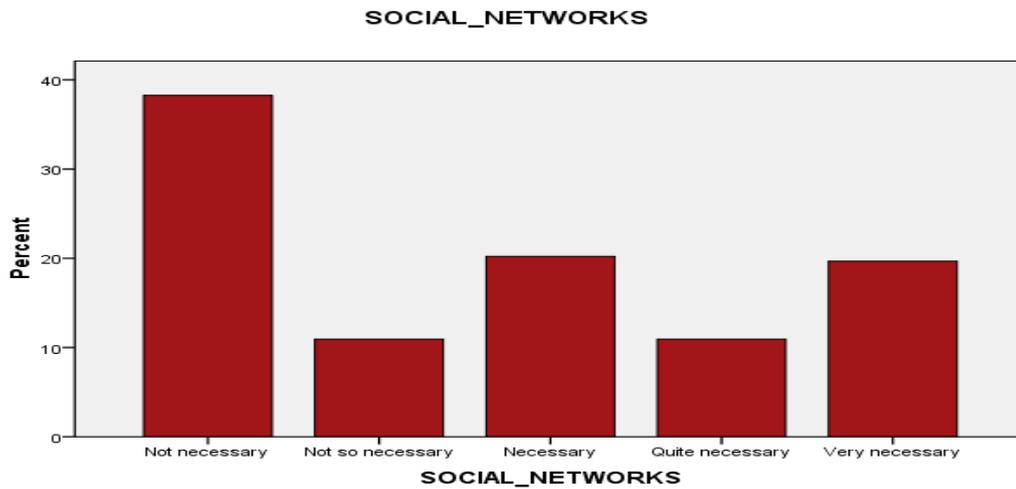


Figure 18. Connection of the platform with social networks