



European Project TOI
CIVET: Counseling Immigrants in Vocational Education and Training
2011-1-FI1-LEO05-06166

OBSERVATION-REPORT

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Introduction

The key idea of this Leonardo Transfer of Innovation project CIVET - *Counselling Immigrants in Vocational Education and Training* - is to make the immigrant learners' path to working life smoother and shorter. One means to achieve it is to develop a multicultural training model for vocational education and training and for workplaces. It will focus on interaction between vocational teachers / trainers or workplace instructors and immigrant learners in work-based learning situations. Tools and material for better multicultural interaction will be created. Also the importance of multicultural counselling will be enhanced.

CIVET aims to affect work-based learning so that vocational teachers / trainers and workplace instructors will have a distinct model of interaction with immigrants. They will have more courage and less prejudice in counselling situations and they will be able to pay attention to challenges caused by cultural diversity. They will be able to observe and analyze their use of language and also make it easier and more understandable for immigrants. The suspension of studies in vocational education due to language difficulties will decrease and the time used for completing a vocational qualification will shorten.

The consortium of CIVET consists of education providers with a wide experience of educating immigrants. The partner organizations are from Finland, France, Germany, Greece, Sweden and the United Kingdom.

The main result of CIVET will be a multicultural training model for vocational teachers/trainers and workplace instructors. A tangible outcome of the project will be a guidebook for multicultural interaction which includes a counseling model, language instructions and also instructional support material. The guidebook will be produced in a digital form and in all native languages of the partners.

The main impact of the project is that the vocational teachers/trainers and workplace instructors will have more competence in counseling immigrants in work-based learning situations. The impact on end-users, i. e. immigrant learners, is that their motivation for vocational studies and learning the second language will increase.

Aims of Observation

The aim is to recognize situations in work-based education and training as well in institutes as on work placements where problems in interaction between a vocational teacher /trainer / a work-place instructor and an immigrant student occur. Observation is the Basis for implementation of the project (multicultural training model, tools and material, guidebook and piloting).

The following activities were planned:

1. The project partners jointly agree on the targets of observation.
2. Enquires for VET teachers / trainers and work-place instructors who have immigrant students in training (in Sweden: a survey of the participating students concerning their level of proficiency in Swedish and of the need for supplementary vocational training).
3. Observation of interaction situations between a VET teacher /trainer and an immigrant student.
4. Observation of interaction situations between a workplace instructor and an immigrant student.
5. Summarized analyses of the results of observations both on national and transnational level.
6. Comparison of the analyses in the second transnational meeting.

The observers will not interfere with the situations at this stage, they will just take notes.

Timeline: Begin: 12/2011

End 02/2012

Three Active partners:

Utbildning och vägledning, Arbete och välfärd förvaltningen i Kristianstads kommun –
Sweden

Kotkan - Haminan koulutuskuntayhtymä / Etelä-Kymenlaakson Ammattiopisto - Finland

Berlin-Brandenburgische Auslandsgesellschaft (BBAG) e.V. – Germany

Managing the work package

The work package was first discussed in the meeting at Kotka 17.-18.11.2011. Here Partners starting situation was discussed: what is meant by observation? Referring to the aim of work package observation is planned to recognise the situation of work based training. It was felt that what teachers and work place instructors are doing, how they are communicating with immigrants, in classroom with vocational teachers, practical situation in school VET training classes should be considered. The observation of interaction was discussed: observe problems to find solution. Need to extract problems as well as sharing what works well.

It was agreed by all partners to work with two templates. First template will give an overview on the situation of the partners and of migrants in VET. BBAG developed this template (Annex I), which was send to all partners for consideration. The final version of the template was the filled I by all partners.

It was also agreed that partners of WP1 will observe 3 cases each to focus on quality. It was agreed that to have 2 male + 1 female or 2 female + 1 male. It was agreed that BBAG will monitor the situations and cases to avoid duplication. Therefor Kristianstad and EKAMI send description of people/ nationality/ workplace to be observed to BBAG before starting observation. The observations took place in January and February 2012. For the report on the observation a second template will also be developed by BBAG (Annex II). The importance of written agreement with learners was discussed. Reporting about and using pictures of the learners need to be in written agreement.

The results of observation were presented at the meeting at Le Puy 6.-7.3.2012. BBAG first presented WP1's overview of what was done, general situation and observations were discussed. After this the three partners presented there observation.

Kristianstad presented as Fields observed: Welding (mixed class, 40 week training leading to certificate), Kitchen training and preparatory course in Health Care (migrants only classes). Tiinamari explained the idea of Simplified language: Use short words and sentences, slower pace, explaining difficult/ theoretical words. It should not be child-like language or slang. EKAMI presented observation cases in cleaning, serving food, washing, in hospital and schools (VET qualification after 1.5year including classroom, at school practice and in 6-week work placement). On-the-job-learning at the work place (6weeks), Preparatory training (pre-entry), Metal work and machinery. BBAG presented cases from a program connecting language and professional training in care services and the case of a football player. Main finding was: There is a need for Intercultural skills and language skills. Positive integration is more obvious with group with small amount of migrants.

These and other Conclusion of observation were discussed at the meeting with the whole team and it was concluded that there was a need for practicing language at work (describing what learners are doing on the job) and intercultural skills to work with people from different countries and diverse cultures. The trainers often do not have any training in instructing migrants.

General Situation – Information by partners

Based on Template 1.1

Etelä-Kymenlaakson ammattiopisto (Ekami)

Main City of Partner's activities: Kotka

Region: FI 18 (Southern Finland)

Country: Finland

Short Information about the Partner and its general activities

Ekami provides initial vocational training, further training and apprenticeship training in over 30 different fields. All fields have immigrant students. Ekami is also a prominent provider of L2-trainings in the area. The number of students is approximately 3000 and the number of staff is 400.

General situation of migration in partner's city or region (choose city *or* region)

Immigrants in Kotka:

1. Approximately 4, 8% of Kotka's inhabitants are immigrants (2665 people) with a permit of residence. They are
 - re-immigrants with Finnish origin, especially from Russia
 - o - refugees mainly from African and Asian countries
 - o - women and men married to a Finnish person
2. - a number of Finnish citizens with an immigrant background (no statistics of this group)
3. - 150-220 asylum seekers at the reception centre of Kotka
the duration of their stay varies, many of them get later a permit of residence and stay in Kotka

All immigrant students of Ekami have a permit of residence. Asylum seekers are normally not allowed to study in vocational education and training. This regulation is based on the guidelines of Finnish National Board of Education. Students of Finnish language courses have usually stayed in Finland from two months to three years. Students in vocational education or training have usually stayed in Finland at least two years. There are also some students with an immigrant background who already have Finnish citizenship and those who have attended Finnish comprehensive school for several years and whose language skills are on the same level with Finns.

Immigrants and language teaching in Ekami:

- Immigrant integration training (provided by The Employment and Economic Development Office = TE Office) for those who have been in Finland less than 3 years
- Language courses from basic course for illiterate people to advanced courses
- Integration training is compulsory for unemployed immigrants
- Vocational guidance and preparatory vocational training (provided by TE Office)
- L2-training (Finnish as a second language) during vocational studies
- Unemployment benefit will be paid during trainings which are provided by TE Office
- In most courses demand is higher than supply
- Teachers of immigrants must have pedagogical qualification; qualification in L2 recommended

Counseling Migrants in VET:

- Immigrants with an adequate knowledge of Finnish can study in vocational education and training in every field
- B 1.2 (Common European Framework of Reference for Languages) is the average level of language knowledge which is required for vocational education
- There are tailored trainings for immigrants, e.g. ward domestic, practical nurse
 - the needs of an immigrant learner are taken into account, e.g. learning material in simplified language
 - L2-lessons are included
- Trainers and teachers must have pedagogical qualification and also qualification in their field
- The motivation of a trainer/teacher and the motivation of the immigrant student create an auspicious atmosphere for learning...

General information on situations in work-based education and training in your organization/institute:

The language of communication between an immigrant student and a teacher/trainer or a workplace instructor is Finnish. Most teachers/trainers or workplace instructors use spoken language and dialect when they are counseling immigrant students which induces problems sometimes.

When an immigrant student is on work placement, is he encouraged to use just Finnish there. Work placements are seen also as a part of the language learning process.

We don't usually have xenophobic or racist problems in the classrooms or work placements. Problems arise due to difficulties in communication and different cultural background.

Centre for Innovation and Partnerships, Newham College
Main City of Partner's activities: London Borough of Newham
Region: London
Country: United Kingdom

Short Information about the Partner and it's general activities

The Centre for Innovation and Partnerships (CIPs) was established in 1997 by Newham College of Further Education. Utilising European and other regeneration funds and working collaboratively with a wide range of partners, CIPs has successfully opened up new ways of training and support for individuals and businesses.

CIPs has helped thousands of people and businesses through a huge range of initiatives, from comprehensive regeneration projects to short training programmes delivering pre-employment skills. CIPs also manages the Fashion and Textile Museum, a Discovery Lab focusing on emerging technologies and the UK's first purpose built Women's Business Centre.

As part of its regeneration and employment strand, CIPs currently offers two ESOL (English for Speakers of Other Languages) courses funded through the European Integration Fund via the UK Border Agency. These two programmes focus on integrating new arrivals into life in London and preparing them for work or just to take a greater part in their local community. One is aimed at women only, mainly newly arrived wives. Previous ESOL projects have been directed at helping people into work. The current programmes offer English languages classes in the context of life in the UK and include trips and visits, speakers, mentoring and additional modules such as IT or employability training. All students take accredited ESOL exams

General situation of migration in partner's city or region (choose city or region)

There are around 280,000 people living in Newham and it is the fastest growing population in London. 70% of residents are non-white. 15.8% are black African, 11.8% are Indian, 10.8% Pakistani and 10.7% Bangladeshi.

The population churn is about 20%. Around 12,000 people arrive in Newham each year and the average stay is 14 months. New arrivals are mainly young adults. In 2010, three-quarters of the population were under 45 with more people of working age than the national average

There has been an influx of immigrants from Eastern European countries in the last 5 years or so but many have now moved out of the borough and there are no reliable numbers. We know that in 2008 there were 20,500 new National Insurance numbers issued in Newham. 15% of these were to people from India, 14% Polish, 11% Romanian, 7% Lithuanian, 7% Bangladeshi and 4% Bulgarian.

Aside from EU nationals, the majority of immigrants are economic migrants from commonwealth countries. They come to the UK to settle. In 2009 3,500 people attended British Citizenship ceremonies in Newham. 74.8% of births were to women born outside the UK. Newham is the most diverse borough in London which means it also has a number of refugees and asylum seekers but these are many fewer than those who have successfully applied to stay.

Our projects target people who have come to the UK to settle. This might be people who have come to work or, very often, it is their wives and families. Our students must be from a country outside the EU, they must have a visa leading to settlement and they must have been in the UK for less than 10 years. For one of our projects they must be women.

Immigrants and language teaching:

In Newham as a whole there is a lot of provision for learning English. In most cases, fees are charged although often they are small. Further Education colleges, voluntary organizations and private companies all offer English language classes and these vary from 1 day a week to full time courses.

In CIPs, our projects are offered for free. Students begin on a 17 week course which includes English language in the context of living in the UK. There is classroom learning as well as trips, visits and speakers to orientate people to Newham and London. We take trips on public transport to places of interest as well as shopping trips and walks/bus rides round the local area. At the end of 17 weeks, all students will take an accredited ESOL exam and will move on (if they want to) to a second 17 week course at the end of which they will take the exam for the next level. Students come to class 1 day each week and on other days they can take additional courses with us such as IT, employability skills, how to work from home, Living in the UK and so on. At the end of two courses, students must move on but if they are interested in working we help them to find volunteering places or direct them to employment projects within CIPs. All our services are funded from outside bodies and are free for the students.

We have a very experienced team of ESOL tutors who are all qualified specifically in teaching ESOL. To teach our City and Guilds qualification, tutors must have an ESOL qualification or Skills for Life qualification with at least 10 years experience.

Counseling Migrants in VET:

Our projects have targets that we should reach. These include: enrolment, Information Advice and Guidance interviews and reviews, exams passed, progression (did they go on to work or further learning) and advice and guidance when they leave us. These are all quantitative targets. We also have qualitative targets which we measure through interviews with students, feedback from students and teachers and case studies. These include things like more confidence, going out more, helping children with homework, searching for jobs and so on.

Progress in English is probably our most important indicator but this must be accompanied by personal development.

General information on situations in work-based education and training in your organization/institute:

All of our tutors are trained in delivering ESOL and they have many years of experience. They understand how to communicate with people from many different backgrounds and they are very skilled. All classes take place in English because this is felt to get the best results but also because 144 languages are spoken in Newham so we would not be able to find another common language. We write to students with important information like class times or changes but we also telephone them as well. For those with little English, we have a second contact number of someone in the family and we call them as well.

Where students speak the same language, they will talk to each other in that language outside of the classroom but this is not allowed in class. Our project team also communicates with students in English. If there is a real problem, Newham Council operates a Language Line. We can phone a number, say what language we want and an interpreter will come on the line within 30 seconds.

The climate in classes is very welcoming and students generally get on well together. They are also welcomed into CIPs employment projects. Because Newham is so diverse, all staff is used to communicating with people from many different countries and backgrounds. Some staff speaks the language(s) of students and will interpret if they need to but will use English as a general rule.

There are few problems delivering the projects. Sometimes students need to discuss personal problems and we try to help them or direct them to someone who can help. One problem arises when students finish their course and want to find work. There are few jobs available in London at present and employers like to choose people with the best English so often our students are disappointed and need to do more work and training before they look for a job.

Overcoming this problem is difficult with our funding regime. We would like to keep students on course until their English is good enough but we do not have enough funding. We direct students to other courses in Newham but many cannot pay as they are not earning. We try to help them through additional courses such as employability but this is often not enough and many have to take unskilled, low paid work even though they are qualified for better jobs.

Utbildning och arbete, Arbete och välfärdsförvaltningen

Main City of Partner's activities: Kristianstad

Region: SE22 (southern Sweden)

Country: Sweden

Short Information about the Partner and its general activities

The Department of Education and Labour (UoA) provides

- Tuition in Swedish for immigrants with the purpose to provide basic language skills.
- Study/vocational guidance for all adult citizens of the municipality.
- Individual vocational training programs carried out by private providers or the municipal adult upper secondary schools. The courses are tailor made and adapted to individual needs.
- adult apprenticeship education

About 4000 students make use of the different facilities each year and the number of staff is about 50 persons.

General situation of migration in partner's city or region (choose city *or* region)

Immigrants in Kristianstad

There are approximately 13,7 % immigrants (10.900) in Kristianstad with a permit of residence.

- Immigrants from various European countries
- Refugees from the Middle East (Iraq, Palestine)or Africa(Somalia)
- Persons married to a Swedish citizen
- Guest students (staying for a minimum of 2 years)

Most of the immigrants have a permit of residence. Students of Sfi (Swedish for immigrants) have stayed in Sweden from one month to many years but usually they start Sfi after 1-3 months in Sweden. 44% of the students of Sfi are refugees and the rest come for either work or love (family) reasons.

Students in our vocational education have usually stayed in Sweden more than two years.

Some of the students have stayed in Sweden for a long time and they already have Swedish citizenship and speak Swedish very well

Immigrants and language teaching:

All immigrants in Sweden have a legal right to study Swedish as a second language at SFI. The teaching of Swedish for Immigrants (SFI) is basic education for adults whose native language is other than Swedish. It also gives immigrants who cannot read or write a chance to acquire these skills. SFI has to provide 15 hours of education per week.

The Municipal Adult Education provides Swedish as second language courses starting from SFI level A1- /B1+ (CEFRL) to advanced courses. SFI provides guidance and vocational preparatory training courses as well.SFI is compulsory for refugees. All courses are free. Today there are a few vocational training courses combined with SFI studies. All teachers for immigrants must have pedagogical qualification and qualification in Swedish as a second language.

Counseling Migrants in VET:

All immigrants with adequate knowledge of Swedish can study in vocational education. Those who have poor language skills can have support in Swedish if they have vocational skills from prior experience. The Employment Service provides vocational education for immigrants in combination with SFI.

There are tailor made vocational training in health care with prolonged courses and Swedish as a second language included. Vocational education can sometimes start with a preparatory course for immigrants, e.g. jobs in kitchen, health care.

The teachers must have pedagogical qualification and qualification in their field.

The most important indicators for success are the goal to have a job, cultural knowledge and a motivated, inspiring teacher.

General information on situations in work-based education and training in your organization/institute:

Teachers/ workplace instructors and immigrants communicate in Swedish. All teachers/ workplace instructors use spoken language and dialect which sometimes may be a problem. Body language very often comes in useful.

On work placement immigrant students are always encouraged to use Swedish. Work placements are also considered an important part of the language learning process as well as an opportunity to achieve cultural knowledge.

Problems arise due to difficulties in communication and different cultural background but also due to no real previous knowledge about the profession concerned.

Greta du Velay

Main City of Partner's activities: Le Puy-en-Velay (and the Velay sub-region)

Region: Auvergne

Country: France

Short Information about the Partner and its general activities

The Greta du Velay is a public training organisation gathering 21 educational institutions under the wing of the Ministry of Education. Certified ISO 9001, it exists since 1975. Half of the activity is supporting disadvantaged groups towards social and professional inclusion (migrants, unemployed, disabled persons, women returners). The other half consists in supporting small and medium organizations in their learning processes. It works on the detection of training needs, delivery of training, evaluation and follow up. It provides courses in various areas: hospitality, care, languages, French as a foreign language... It works for the participation of migrants to the French society and to support the understanding of the various cultures. It delivers courses for immigrants to learn French and to be integrated in work and society. It has produced reference and training material (<http://citim.velay.greta.fr>), organized conferences ("Intercultural dialogue", "Migrants and IT"), videos and debates ("From management to migration"), strategies (<http://epil.me>). It employs 4 training advisers and 40 trainers. It is a member of the 288 GRETA network. It works in close partnership with non-profit groups and administrations in charge of migrants and refugees.

General situation of migration in partner's city or region (choose city *or* region)

In 2005, 59000 immigrants are present in Auvergne, they represent 4,6% of the population. 4 on 10 have acquired the French nationality. Most of the migrants are coming from the European Union. One on 3 comes from Portugal. There is an equal representation of men and women.

Recent immigration is very limited. It is mainly made of European citizens (38%). British people are less represented than in the rest of France, but Dutch people are over-represented (8% of the new immigrants). Portuguese are still also over-represented with a percentage similar to British and Dutch. After the Europeans, are the Maghreb (Algeria, Morocco, Tunisia), they count for 19 %.

Migration policy has seen a significant shift in 2006. The choice was then made to break with the policy of closing borders, which existed since 1974, due to the economic crisis, by developing an immigration policy more oriented towards the needs of our economy. In 2010, the flow of people entering for labour migration has increased by 4.9%, despite relatively unfavourable economic conditions.

Now labour migration must meet the needs of the economy. Three categories of workers are targeted:

- Those who are engaged in jobs with strong labour needs;
- Highly skilled workers that large companies recruit on a global labour market;
- Workers needed temporarily.

Admission is subject to a work permit issued by the State service of foreign labour, in relation with the administration of employment (DIRECCTE)

It examines, for each request, the employment situation that is the status of the labour market in the area (a department, in Paris or in the Ile de France region). It verifies that the employer made the offer of employment in an employment agency (public or private or even on the Internet). It also examines the conformity of qualifications or work experience with the proposed use in the employment contract.

It also looks closely at the working conditions and salary in the proposed contract that may diverge from the usual ones (collective agreements).

The government has published a list of open occupations for which there is no opposition for the employment of migrants. This list is composed of thirty areas in which there is a particularly acute need jobs.

In addition, people who came through family reunification or as spouses of French nationals can benefit from a temporary residence permit "private and family life" which entitles them to work. These two categories accounted for more than 66000 people in 2010.

Finally, the regularization of workers without document is planned if they are already present in France for over five years, if they are engaged in a sector with strong needs for workforce and if they can justify of a permanent occupation for at least one year.

France also welcomes asylum seekers. In 2009, 11441 persons have benefited from protection. In 2008, the main nationalities of asylum seekers in France are (from the larger to the smaller): Russia, Serbia (including Kosovo), Mali, Sri Lanka, Turkey, the Democratic Republic of Congo, Armenia, Bangladesh, Guinea, Haiti, Mauritania and Comoros.

Immigrants and language teaching:

A program has been defined for the welcome of new migrants by establishing a public service in charge of them. It includes the promotion of social and professional integration of immigrants, equal opportunities and the fight against intolerance. In this context a strong priority has been defined in terms of mastering the French language.

The welcome is a major issue as the first step of the integration process. It is materialized by the contract of welcome and integration: CAI ("Contrat d'accueil et d'intégration"). This contract represents a commitment between the French State and the migrant.

It includes:

- a collective briefing that presents the CAI and France through the film "Living Together" ("Vivre ensemble").
 - one individual interview
 - a medical visit
 - Civic education, mandatory for all signatories, it runs on a day, it allows recipients to know French institutions and values of the republic as well as the political and administrative organization of France.
 - Language training: the maximum duration of the training is 400 hours and results in the award of DILF (Diplôme d'initiation à la langue française) proving written and oral skills.
- Alongside this basic language training, the National Agency for Social Cohesion and Equal Opportunities (ACSE) is funding a number of training courses to acquire a higher level of French.

Since 2008, the CAI includes a competence assessment. It shows that labour immigration is composed of different situations:

- workers who are directly employable, with a good level in French and diplomas acquired in France,
- workers potentially employable, with a sufficient level of French and know-how (diploma or training) acquired abroad, Under the CAI, the level in French is evaluated and then free language courses are proposed with a maximum duration of 400 hours in order to pass and obtain the DILF (Diplôme d'initiation à la langue française – a national diploma proving competences in French) proving written and oral skills (only a level below A1 is required for signing the CAI). Migrants need to validate the DILF to obtain the residence permit. These French courses are delivered in all towns. In addition to this public free training offer, there are also several course opportunities coming from non governmental associations supporting migrants. These are mainly available in big cities.

Teachers working in organizations providing the official free courses must have a national diploma in Teaching French as a Foreign language (a 4 year degree). In a near future they will have to be qualified in “French Integration Language”. The reference framework for establishing this diploma is currently being elaborated. This evolution will change the approach, the content and the way teachers teach. Of course volunteer workers do not need to have any qualification. Here and there there are some initiatives undertaken to try to professionalize their work.

Counseling Migrants in VET:

There are no mainstream VET programs specific for migrants. They can benefit from the same opportunities offered on the French territory.

But immigrants have access twice less to continuous vocational training than the “original French”. However, beneficiaries who are in this case usually follow actions rather longer and more leading to qualifications than the average trainees. Those born of immigrant parents, in turn, access in proportions similar to those of non-immigrants to training. Only those whose parents are from the Maghreb are disadvantaged.

As the total population, immigrants and their descendants, when they are older and less skilled are experiencing more difficulties in accessing training. They have less access to continuing professional education of all immigrants (regardless of their geographical origin) and their offspring when their parents are from the Maghreb.

The training level of the immigrants who sign the CAI (Welcome and integration contract), is slowly increasing: 85% had a secondary education level in 2008 against 79% in 2004 (but it remains lower than the former immigrants).

Our organization provides VET in a large variety of sectors: construction , hotel and restaurant, industry, management, office jobs, social sector, medical and health sector, audiovisual... The majority of courses welcome migrants. Vocational trainers do not need to have a certificate to work with migrants (and such certificates do not exist).

The indicators of success are the same for all categories of participants: finding a job, obtaining a diploma or a qualification.

Additional comments and information:

The words used in France to talk about persons who show external signs of not being from French origin are “étrangers”, “immigrés” and “personnes issues de l’immigration”. The last one is the more politically correct but it includes people from second and third generations.

We distinguish between immigrants and their descendants. The first are foreign-born persons abroad. Some remain of foreign nationality, others have become naturalized French. The latter are non-immigrants, including at least one parent born abroad. In 2003 a survey on Training

and Qualification records 36.4 million people aged 17 to 65. Of these, 3.4 million are immigrants and 2.6 million are of immigrant origin. 1.5 million immigrants came from countries in Europe, 1 million from the Maghreb countries (Algeria, Morocco or Tunisia), nearly 400,000 from another African country, a little more 100 000 from American countries, and roughly the same number from South East Asia (Cambodia, Laos, Vietnam). Those born of immigrant parents are divided equally among mixed families and families where both parents are immigrants. This was the case of 400 000 people whose parents are North Africans and 160 000 people of which only one parent is Maghreb, 740 000 people have both parents of European origin and 1.2 million one both.

We use the following definitions:

Nationality or citizenship: juridical belonging to a determined state

The legislation for acquiring the French nationality is changing with governments. The law gives the French nationality to someone whose one of the two parents is French when s/he born or by the double birth of one of the two parents and of the person him/herself in France. On the opposite a person born from two immigrants, who are not French is not French at birth. In that case French nationality is automatically given at the age of 18 if the person has lived in France for at least 5 years after the age of eleven.

Foreign Population: a person who does not have the French nationality. People born in France but whose parents are foreigners are also foreigners.

Immigrants: linked to the place of birth and to the original nationality. An immigrant is born as a foreigner in a foreign country (parents not French) living in France. Being in France s/he can become French by “acquisition” or remaining a foreigner. In France the qualification of immigrant is permanent: someone who becomes French by “acquisition” still belongs to the immigrant population.

ACHAIA ADULT EDUCATION INSTITUTE
Main City of Partner's activities: PATRAS
Region: GR23 – DYTIKI ELLADA, WESTERN GREECE
Country: GREECE

Short Information about the Partner and its general activities

The Achaia Adult Education Institute, Patras, Greece, focus on organizing and offering education packages for learning the Greek language as a second Language to social excluded society groups without fees. We offer Greek Language Package Courses to Immigrants, basically on a volunteer basis from our Educators.

Learning the Greek language and the basic elements of the Greek culture is vital for us, because in this way the learners obtain language and communicative skills and the practical social and intercultural abilities, which are very important and necessary in life.

With these skills the socially excluded groups are encouraged socially and personally, as they become active European citizens.

We contribute to a better quality life of our co-citizens giving them chances of education, personal development and evolution.

General situation of migration in partner's city or region (choose city *or* region)

Albania: 8.000, China: 1.000, Nigeria: 300, Russia: 250 (mostly women and children), Ukraine: 250 (mostly women and children); Georgia: 100 (mostly women and children), Belarus: 100 (mostly women and children), Syria, Iran, Iraq, Turkey, Egypt: 100 India: 60 families (approximate 4 kids each), Pakistan: 40 families (approximate 5 kids each). There are also around 1.000 Bulgarians and 1.000 Romanians that deal with the immigrants department of the police (since they are EU citizens).

Status: They are **immigrants** from various European countries as stated above and they are working in Patras. Also **refugees**, not legal ones, whose main interest is to pass through Patras via ferryboat to Italy. The citizens of Patras are very receptive. Living in a harbor city, they have been used to foreigners being part of their community for a long time. It is estimated that there are nearly 2,000 Roma in the city. They are highly present on the streets as most of the Roma children do not attend school. Citizens are used to the presence of the Roma as well. There are also **refugees** in our city: The situation of the roughly 500-800 Afghan nationals is rather bad. They are on transit, using the Patras harbor for getting to Western Europe by taking a boat to Italy. Each day about 20 enter the ships successfully, but most of them are sent back by the Italian border police. While waiting months there is a fresh group of Afghans in the camp. The Afghans are not planning to stay in Patras.

The immigrants have the Greek nationality but the refugees do not have. The immigrants come to stay, to work and improve their way of life. There are first, second and third generation immigrants from all countries, (Albania, Bulgaria, Rumania, Palestine, Pakistan, India, Russia. Ukraine etc). Target group of our organization are the legal immigrants, not the refugees. For a boat the Afghan men live in an illegal camp in Patras; simple housing without any sanitary provisions. Patras city has no opportunity to influence that situation or even to go into the camp to provide a certain health care. The population changes fast; every three years.

Immigrants and language teaching:

According to figures presented by Greece's Immigration Policy Institute (IMEPO) about 7 per cent, or an estimated 100,000 of the country's public school pupils are foreigners. Their presence is a mammoth challenge for the domestic education system, yet one still tinged with rosy prospects for the country's future. Poor command of the Greek language is still an obstacle for most foreign-born pupils. Two-thirds of foreign children have lived here for between two and six years and hence need language enhancement courses. In an alarming development, some 75 percent of foreign-born high school pupils have poor or mediocre performance, while only half of them continue beyond high school level. Part of the failure can be explained by the fact that we are in a transitional stage.

It was not until 1996 that Greece took its first serious institutional steps towards addressing issues relating to multicultural classrooms, when an "Office of Intercultural Education" within the Ministry of Education was established.

Adult immigrants can attend the Greek language courses, but it is not compulsory. Their motivation to learn the Greek language urges them to attend the courses. There are not fees for the immigrants to attend Greek courses. Their motivation to learn is important to attend the courses. The teachers/ Educators must have a certificate in teaching the Greek Language from a Greek University, a special certificate for teaching Greek as a second language and last but not least a certificate in Adult Education (not compulsory).

Counseling Migrants in VET:

In our region not any special offers of vocational training for immigrants are organized. Legal Immigrants can join vocational training courses that offered to everyone. They can attend courses at Vocational Secondary Education Schools that are normal Vocational Secondary Education Schools for Greek students according to the Greek Law. These vocational studies have three years duration when students attend school in the morning and four years duration when they attend school in the evenings. Most of the immigrants attend the evening schools. They have to have a birth certificate translated in Greek as well as a paper that matching their educational degrees at primary and secondary education level (the Directorate of Secondary Education in Achaia Prefecture is responsible to match the degrees). Immigrants as students face difficulties mainly with the Greek language. Some years ago it was difficult for them to be integrated into the class environment and discrimination phenomena were present. Nowadays they can conform in an easier way. The **manpower employment organization (OAED)** is also offers vocational training in the form of School apprenticeship that combines classroom lessons and work placement in public and private companies. Immigrants can attend these schools. They usually face difficulties with the Greek language but also difficulties due to the different culture between them and the other workers.

- Institutes of Vocational Training that are post-secondary education level education and training institutes that offer initial vocational training. Immigrants can attend courses with the same obligations as the non-immigrants students.

ACHAIA ADULT EDUCATION INSTITUTE offer Greek Language Package Courses to Immigrants, basically on a volunteer basis from our Educators. There are no special qualifications for trainers to train immigrants in the field of vocational training.

The indicators of success for migrants in these trainings are the same as the indicators for the non-immigrant students or trainees: Exams, tests, self-evaluation procedures. The ability to put in practice what they have learnt is the practical and most important indicator of their success.

General information on situations in work-based education and training in your organization/institute:

Immigrants have to communicate with teachers and trainers in Greek. Teachers and trainers try to use very simple words and sentences. Sometimes they may communicate in English (when the immigrant can speak English). The communication level between teachers/trainers and immigrants is very good when they are second or third generation immigrants. The communication is sometimes problematic as far as the first generation immigrants due to linguistic or cultural difficulties

Sometimes discrimination phenomena arise. Nowadays, this phenomena are limited.

Some years ago the climate was difficult for the immigrants. There was a difficulty for them to be adapted in the team in the classroom or in work place. Nowadays the climate is more positive and well improved.

The problem language and discrimination in classroom is limited. We think that maybe in work place instruction there are more but we have not enough experience on that.

Name of Partner: Berlin-Brandenburgische Auslandsgesellschaft (BBAG) e.V.

Main City of Partner's activities: Potsdam

Region: Brandenburg

Country: Germany

Short Information about the Partner and its general activities

The Berlin-Brandenburgische Auslandsgesellschaft (**BBAG**) was founded in 1991. As a democratic and pluralistic non-profit organization, independent from political parties and religious conviction it is open to all citizens. BBAG is a registered association headquartered in Potsdam and operating mainly in the States of Berlin and Brandenburg. Main objectives of the BBAG are the support of transnational and intercultural encounter and education as well as cooperation and partnership. Our work is based on mutual appreciation and respect. Of particular importance are the relations to our neighbors against the background of European Integration. **BBAG** supports life-long and creative learning. It especially advocates integration and actively supports encountering of people from different cultures. **BBAG** represents a unique diversity of internationally oriented cultural activities combining political education, further education and consultation in the region Berlin and Brandenburg. BBAG offers:

- further education both for Germans and foreigners living in Berlin and Brandenburg
- information and knowledge of other countries
- courses in foreign languages
- international cooperation, international development cooperation
- projects for social and professional integration of disadvantaged people

General situation of migration in partner's city or region (choose city or region)

In the Land of Brandenburg we have about 6% (130.000) people with migration background (1st, 2nd or 3rd generation), between them 49.000 foreigners. The other migrants have German nationality. Most of them come from Poland (8.000), Russia and Ukraine (about 4.000 each), Vietnam (3.000) Turkey (2.000). Every year about 5.000 refugees come to the region.

People from Russia and Ukraine came by humanitarian reasons as German re-settlers or Jewish people from former Soviet Union. They did not choose to come to this area of Germany and often change to West-Germany or Berlin as soon as they are allowed. People from Vietnam were former contract workers who came in the 1980's to GDR to work and to get professional education.

Many of the migrants stay here already for a long time, Vietnamese people mostly more than 20 years, migrants from former Soviet Union in average more than 10 years.

BBAG e.V. is working with all these target groups.

Immigrants and language teaching:

The actual system of language learning is based on the new German immigration law of 2005. According to it, every migrant has the right or according to its status the duty to attend Integration classes. Integration classes consist of 600 up to 945 hours of language learning, including an orientation class with facts about German History, Culture and Politics. At the end of the classes there are two examinations, a language test at B1-level and a test about the orientation classes. Responsible for the Integration classes is the Federal Office for Migration and Refugees (Bundesamt für Migration und Flüchtlinge - BAMF), the classes are given by state and private organizations, which have to guarantee certain standards. It includes, that all teachers working in the Integration classes have to have DaF-Qualification (Daf – German as second language) and have to be registered to the Federal Office (BAMF). The classes are free of charge for migrants who have no income. If they have an income they must pay a certain fee (1,20 € per hour).

Since 2010 there are first special follow up classes with language in professional sectors, paid by a ESF-programm of BAMF.

BBAG is accredited to BAMF for Integration classes in the cities of Potsdam and Brandenburg an der Havel.

Counseling Migrants in VET:

Generally there are no special offers for professional trainings of migrants. In the last ten years there were single trainings in different sectors, organized by private sector organisations like BBAG and funded by ESF (f.i. in care sector, for social workers and for advisors in foreign trade). Since a few years the regional Ministry (MASF) is organizing professional trainings for professions, where is a special need on the labour market (medicine doctors, nurses). In all other cases migrants have to take part in trainings for everyone.

Currently BBAG offers no VET.

There are no special qualifications trainers must have to work with migrants.

Observation

Name of Partner: Ekami

Number of case: 1+2

Date and time/Duration of observation:

1. observation: 19.1.2012 (G. 1 h) and 25.1.2012 (S. 1h)

2. observation: 22.2.2012 (G. and S.)

Place of observation:

Two day care centres

Name of the observer:

Tiinamari Vilkkö, Eija Leinonen

Observed persons:

G. (female)

Age: 56

Profession:

Status of migration: Re-immigrant

State of origin: Russia, came to Finland in 2009

S. (female)

Age: 32

Profession: none

Status of migration: Refugee

State of origin: Sudan, came to Finland in 2004

Background information about the observed situation:

- Training: Ward domestic, the aim is to complete a vocational qualification
- all the students are immigrants
- the educational background of the students varies
- The teacher and the students have agreed in the beginning of the training that she will gradually start using common spoken language

Report on the observation (what you observed in detail, description and analyze)

1. Observation: On-the-job-learning at a day care centre in guidance of a workplace instructor

- It's the third week of the work placement -> the students work routinized and the workplace instructor doesn't have to give many instructions
- Both workplace instructors use common spoken language and some dialect
- The observes don't understand everything but obviously knowing the routines helps to understand what has to be done
- S.'s ability to understand spoken language is very good and she understands although the instructor is speaking very fast but she lacks the ability to understand grammatical differences (e.g. tenses) and it can lead to misunderstandings

2. Observation: Cleaning at the college as pair works using a machine, a vocational trainer is giving instructions

- Instructions for the work are given in the classroom beforehand; the teacher is using standard language
- G. and S. work as a pair
- The teacher is giving instructions to one student at a time, she is asking questions and the student is answering
- She is using elucidating as a method which works well e.g. when giving instructions for putting the machine parts together
- There are no problems in interaction

Additional comments and information:

- Math (e.g. How many deciliter in a liter?) seem to be very difficult especially for students from African and Asian countries -> instructional material for this target group is needed
- we would gain more information if the observation took place in a situation which is new for the student
- there were a few minor misunderstandings which didn't cause any damage in the observation situation; these misunderstandings could be prevented when the students were taught to describe the steps of the work-based learning situation in advance
- S. hasn't gone to school or studied in her home country and she is still almost illiterate after eight years in Finland

Name of Partner: EKAMI

Number of case: 3+4

Date and time/Duration of observation:

January 25, February 1 and February 23, 2012

Place of observation:

The observation took place in the classroom and in metalwork and machining workshop

Name of the observer:

Nina Turunen

Observed persons:

K. (male)

Age: 27

Profession: decorative painter (self-learned)

Status of migration: Refugee

State of origin: Congo, came to Finland on June 26, 2004

G. (male):

Age: 30

Profession: None

Status of migration: Refugee

State of origin: Afghanistan, came to Finland in 2008

Background information about the observed situation:

- Training: METRA – metalwork and construction related basic studies, the aim is to acquaint the student with metalwork and construction field (not qualification-based)
- all the students are immigrants from various backgrounds and countries
- Both of our observed students told that the lack of knowledge of the Finnish language is the source of most of the problems. In addition, the lack of education in their home countries is a major contributor – G. studied for only 3 months in Afghanistan before coming to Finland and is almost illiterate

Report on the observation

(what you observed in detail, description and analyse)

Classroom:

- the teaching is mostly based on various kinds of written exercises, for example, technical drawings and planning
- during the observation the teacher goes around the classroom and teaches the students individually: they look at the exercise together and the teacher explains it in more detail, the student participates by listening and answering short ‘yes’ and ‘no’s’. The understanding is checked by asking “Do you understand?” and no clarification is asked from the student
- the students also give support to each other by assisting in every way they can, using Finnish when necessary
- the teacher mostly gives clear instructions, although difficult word choices at times, and adds the confirmative question “Right?” after the advice is given
- the teacher asks the students’ help occasionally in word level, for example, “What is ‘mittasuhde’ (scale) in Russian?”
- if the student does not understand a certain word or idea, the teacher gives a clarifying example: “How many? – Ok, like one, two, three...”
- the teacher also uses document camera for displaying the exercises, blackboard is also used
- the students are given a text book (directed for native Finnish students), however , mostly handouts are used

Workshop:

- the students are given a technical drawing and they should prepare a piece of metal accordingly
- the work is done mostly independently and the teacher goes around the workshop observing the work
- all the students have their own tool box that includes a list of tools in Finnish – the student does not necessarily know what the words are in his own language
- plenty of time is used in waiting for one’s turn and some of the students are idling away in the workshop, although some are talking with each other
- during the observation the teacher does not ask the students to explain what they

Name of Partner: Kristianstad
Number of case: 5

Date and time/Duration of observation: on January 25 and 27, approx. 2 hours

Place of observation: Vocational education for welders, both in the classroom and in the workshop

Name of the observer: Lisa Rosén and Eva-Lott Ahl

Observed person:

Background information about the person:

A. (male) is 26 years old, comes from Kosovo and has stayed in Sweden for a couple of years and intend to stay. He has 12 years of education (compulsory and upper secondary school) from his native country and has attended Sfi- courses (Sfi= Swedish for immigrants) in Sweden up to level A2 (EFRL) but hasn't passed his examination yet. He has some experience (approx. 3 months) from welding in Kosovo. He has also had a job for a year in a factory (food industry) in Sweden.

Background information about the observed situation:

The first situation is in the workshop getting instructions from a trainer and the second in the classroom being taught by a teacher with Sfi- qualifications.

Our person takes part in a preparatory vocational training (including Swedish for immigrants) in addition to the practical training but hasn't started the actual education so far.

The duration of the vocational training for welders in Sweden is approximately 40 weeks and follows the international standards for welders called IW. It is now obligatory to take part in a 4-weeks preparatory course to find out whether you have got the prerequisites needed. Admission as well as examination is running. You can get certified on different levels or be a qualified welder. There are 30 students altogether and 3 vocational teachers and a teacher in Swedish and Sfi and you learn four basic ways of welding; MIG-MAG, MMA, TIG and welding with a gas flame.

We follow our participant in three situations in the workshop where he cuts metal, is using the gas flame for welding and the MIG-MAG using a metal wire. The second part is theoretical studies in the classroom trying to understand how to figure out section surfaces, among others.

Report on the observation:

In the workshop: First A. is going to cut metal sheets. The trainer tries to give instructions but has to stop him. The further away the trainer gets (physically) the less does A. understand. Clarity disappears with the distance. The trainer has to stay very close and use body language to make things work out. Sometimes he does things for A., one step ahead. For example when A. is going to weld the trainer lights the gas flame for him, he also checks the amount of gas etc.

The trainer uses a very simplified language but also a dialect which is quite difficult to follow. He doesn't use the proper words, but often says take this, take that, instead of metal wire he says "peg". It is very noisy in the workshop and difficult to hear what people are saying.

You can also get the notion of a restrained atmosphere due to the fact that they are working with dangerous and expensive materials and machines; you are not allowed to make many mistakes

Everyone is very cautious. Anyhow the tasks in the workshop are very clear and much of a trial-and-error thing or learning by doing. The spoken language is Swedish but A. gets support and help from a fellow learner when he feels uncertain. Both of them have done these items before.

Afterwards we ask A. to tell us what he has done but it's impossible for him to use the technical terms or to describe by means of words, he can only show us.

Additional comments and information: The leader of the training program tells us that out of 14 attendants (with immigrant backgrounds) they only have 4 participants left. He points out the importance of vocational guidance but also the need for cultural knowledge.

Additional observation:

There are two students in the classroom, our participant and another guy on a more advanced level than ours. Here we are observing the interaction between the teacher (with Sfi-qualifications) and the students. The teacher is trying to explain different kinds of measurements; for example how to figure out section surfaces. She has written the vocabulary on the whiteboard and drawn a circle with different section surfaces. In addition she uses a bun (an ordinary bun) which she cuts in two pieces to show what happens. The spoken language is Swedish and notably she uses all the technical terms and all the other words that might be needed, for example verbs to describe the process; what you are doing and what is happening, but tries to be as methodical and clear as possible.

She very often gives feed-back and for another task she has brought building (toy) bricks for them to play about with and to look at from different angles and compare with other models. She gives our participant a folding rule and shows him how to use the metric system. She constantly tries to visualize in order to make the problems more tangible. Both the students are very intently listening and focus their attention on understanding the exercises, which means they are rather quiet and only ask questions now and then. The teacher creates a very exploratory atmosphere in the room.

Name of Partner: Kristianstad

Number of case: 6

Date and time/Duration of observation: on February 14, approx. 1 hour

Place of observation: In the classroom at a preparatory course for immigrant students aiming for the nursing programme

Name of the observer: Lisa Rosén and Eva-Lott Ahl

This time not a specific person was observed, but the interaction between the teachers and the group of students.

Background information about the person:

All members of the group are immigrants with different backgrounds and different levels of proficiency in Swedish from Sfi- course B1 and B2 to more advanced levels.

One teacher has the background of a social worker and the other teacher has started off as a nurse.

Background information about the observed situation:

The duration of the course is one term, approx. 20 weeks and contains: introduction to the nursing programme at the upper secondary school which means getting acquainted with the technical terms and the notion of taking care of people (especially old people) and ethics according to the social security system, Swedish for L2-learners, civics and computer studies, they also visit workplaces a couple of days. Today they are going to study the case of Kalle; a widower who is 85 years old and needs some help from the public welfare.

Report on the observation

The teachers are introducing the exercise for quite a while and there is barely any interaction between them and the students. They try to let them read the text about Kalle aloud but it's very confusing and difficult to understand because the students reading both have very grave accents.

The teaching method is more like conveying information than making the students active. The spoken language is Swedish and one of the teachers is using a dialect which is very hard to understand and in order to simplify their language they both turn into a more patronizing attitude, treating the students more like children.

Instead of using dictionaries they try to explain every difficult word and unintentionally use even more difficult words which implies a lot of unnecessary information. It is also very fatiguing listening to all these words and associations. Cramming is a word that pops up in our heads and they answer all the questions they ask themselves.

The teachers have no trust in the students' previous knowledge and have no intention to delegate activities.

The difficulties are obviously the language itself and to distinguish the technical terms but also to identify the way of thinking like a nurse according to ethics, medical treatment etc.

After the break they ask the students to divide into groups to discuss the case about Kalle and the students directly try to find fellow countrymen to work with. When they start it's obvious that they haven't got any tools to work with. They simply don't know what to do and how to think. They get the instruction to analyze Kalle's needs and there is some confusion between needs and requirements. The teachers realize the exercise is very abstract and the atmosphere in the classroom is the very picture of astonishment.

Finally the teachers produce a relief. They have brought paper and pens and show some kind of template which you can use to sort things out and suddenly everything is clearer, but then the class is over. (In our opinion they should have done the other way around; produced the template from the start.)

Name of Partner: Kristianstad

Number of case: 7

Date and time/Duration of observation: on March 1, approx. 1 hour

Place of observation: Kitchen training programme

Name of the observer: Lisa Rosén and Eva-Lott Ahl

Name of the observed person: Y., M. and N.

Background information about the person:

Y. (female) is 40 years old and comes from China. She is married to a Swede and her intention is to stay in Sweden. She is a nurse and has worked as a midwife for many years in her native country. She has finished her Sfi- course B (EFRL) and Swedish as a second language at Basic Adult Education (BAE). She also tried to study commerce and administration at BAE, but it was too difficult for her.

M.(female) is 35 years old and comes from Serbia. She is a refugee and she wants to stay in Sweden. She has finished Sfi- course B (EFRL) as well as Swedish as a second language at BAE.

N. (male), age 24, comes from Iraq. He is a refugee who studied at the university for 3 years (out of 4 years) in his native country to become an agricultural-college graduate. He has Sfi-course B (EFRL) and Swedish as a second language at BAE.

All of them have attended a preparatory course for 16 weeks to incorporate the technical terms connected with working in the kitchen.

Background information about the observed situation:

This is vocational education for kitchen training and we are trying to observe the participants above as they are preparing different meals for this particular day. Examination from Sfi- courses level B1 and B2 is required for the immigrant learners. The group is a mixture between immigrants and Swedes. They are serving the daily meals in the refectory for the students at this upper secondary school called Österängsgymnasiet. Today they are going to serve spaghetti with meat sauce, some sort of gratin with ham and a vegetarian alternative.

A special group, which Y. belongs to, is going to cook something else (on a higher level). They get a basket with food and will have to compose a menu with a main course and dessert. Today they will create something with plaice and apples.

They all have a short gathering, before they go out into the kitchen, when they get the recipes and some tips from the teacher, for example that the meals today are very popular, especially the spaghetti, and the portions should be adjusted accordingly.

Report on the observation

The whole group is working together with two trainers and one vocational teacher. We had the intention to follow the group with the special task and they start off by using the internet to find some recipes for the menu. The Swedish girl takes the lead but in general they communicate and co-operate very well.

It doesn't take long to realize that there is a constant hustle and bustle in the kitchen and very difficult to trace the problems.

We notice that the teacher measures the lingonberries for the special group and when we comment on this she says it's sometimes very hard keeping your hands off and let them work out things on their own. She says that measuring is often very difficult. This is the only occasion when we can see the teachers/trainers intervening; to show how much, which amount, how much pepper and salt etc. Reasonableness is also an issue; who is going to eat. There is a vast difference between serving food for children at a day-nursery or for elderly staying at a home for old people. It is also a bit strange to the immigrants the way we separate generations in Sweden. But in general they are used to cooking for loads of people.

She shows the special group how to gut the fish and Y. tells us you never have to do this in China (She finds it a bit disgusting.). In the shop they do it for you when you come to buy the fish. M. bakes some bread and sweet buns and seems very skilled and she tells us that she bakes for the kids at home several times a week.

N. is in charge of the meat sauce and a trainer helps out. They discuss seasoning and everything runs smoothly. But suddenly the teacher says the boiling time for spaghetti could be "at random" and N. doesn't understand the expression at all and both the trainer and the teacher tries to explain. When we ask if they use a simplified language, which we haven't noticed at all, the teacher says she does but this group has been so well prepared for this course that every problem that shows up is very easily solved. The spoken language is Swedish and even the two Chinese girls talk to each other in Swedish.

They used to have a lot of problems but decided to raise the level of the language proficiency demanded and nowadays immigrant learners need Sfi- courses B1 and B2.

Another difficult matter is hygiene, which is a very theoretical part but also difficult for native speakers. There are also cultural differences concerning eating habits, being on time, pressure of time etc. The machinery in the kitchen is quite new and easy to work with and the atmosphere in the kitchen is industrious and busy and fun.

Additional comments and information: The vocational teacher tells us about difficulties but we can hardly see any. She points out some changes though; the level of the language proficiency, the preparatory course for the immigrant learners and of great importance is the balance/the mixture of the group between immigrants and native learners and to overcome cultural differences. We notice that the tasks in the kitchen are very tangible and the feed-back is almost immediate. The meals have to be finished by 11 o'clock (a.m.) and you can taste and smell the outcome. We reckon we would have found more problems observing the theoretical classes about viruses and bacteria.

Name of Partner: BBAG

Number of case: 8

Date and time/Duration of observation: december 2011 – february 2012, 4 hours

Place of observation: school, training and match

Name of the observer: Kilian Kindelberger

Name of the observed person: A.

Background information about the person:

A. (female) is 18 years old and comes from a non-EU country. She is professional football player. She came to Potsdam when she was 16 years old. Because she was a minor, she had to attend a normal class in Potsdam sport school. She get no preparatory class and had no knowledge of german language. After she became 18 she left the school and attended german as second language class. She is professional training football every day in Potsdam woman soccer club and playing matches (1st or 2nd German league). This is her work place.

Background information about the observed situation:

The observation was done in four situations:

- German lesson at school (11. term)
- Language class at BBAG (B1 class)
- Football-Training
- Football-Match

Report on the observation

First observation is in the school in December 2011, German lesson, term 11. A. is sitting in the lesson. She cant follow it because of her luck of knowledge of German language. Subject today is Literature: Franz Kafka. A. don't understand and don't know who is Franz Kafka. She is sitting in the back of the class and is bored. The teacher is not trying to include her into the discussion. Both sides know and accepted, that A. is attending this classes because formal regulations give no other choice. There is no learning progress to be seen.

Second observation one months later in BBAG-language class. A. turned 18 and don't need to go to school anymore (she has finished school in her home country with a certificate which allows her to go to University there). She goes now to language class (DaF). The class consists of about 12 students with different age (18 up to 56) from different countries (Irak, Afghanistan, Russia, Bosnia, USA). There are two more sportler in the class. The teacher is experienced and accredited DaF-teacher, with migration backround from former Soviet Union. Language of the lessons is German only, sometimes studenst try to explain each other vocabulary, they don't understand in other languages. A. is taking active part in the lesson. When studenst donmt understand, teacher is tryuning with simple language to explain, what a word or a situation menas. There is a very open atmosphere in the class, in thze break the students speake with each other, mostly in German, but if they find another common language (f.i. English) than also in this language.

Third observation in work place (training): Two trainers are training 15 players. They are very experienced and successful football trainers. They never had an intercultural training and don't feel they need one. They have certain experience with migrants for the last five years. Actually there are three foreign players in the team. During one hour training it is easy to be seen, that A. has no good contact to some of the German players. Always in training when two players have to do some exercises together she has one of the other foreigners as partner. Trainer is explaining in German only. A. not always understand. Often she look, what others are doing and is doing the same. Sometimes trainer is explaining with hands and feet. During the match (fourth observation) A. plays about 20 minutes. When she enter the match, one trainer explain her the special tactics they expect from her. Asked after the match she says, that she not complete understood it. During the match trainer is two times shouting at her, because he is not happy with her. In one situation she understand why, in the other not. After the match he is not explaining to her. Speaking with "hands" can cause difficulties. During the break trainer want to motivate her with a special gesture, pushing her with his hand. A. don't understand it this way, she feel, he wants to say her, that she is not good enough.

Name of Partner: BBAG

Number of case: 9

Date and time/Duration of observation: february 2012, 2 hours

Place of observation: training in care sector, professional practise

Name of the observer: Peter Garfert, Kilian Kindelberger

Name of the observed person: M.

Background information about the person:

M. (female) is 42 years old and comes from Ukraine. She was a nurse there. She came to Potsdam 6 years ago. She attended DaF-German language class and passed the B1 exam. She had no possibilities for professional training, only now, when a special class was organized.

Background information about the observed situation:

The observation was done in a professional training for migrants only, who want to work in medical or care sector and at a practical work place – practice is part of the training. M. has her practice in a care centre.

Report on the observation

M. is attending the training class with about 16 participants. The trainer is experienced for medical and care sector, but has no experience with migrants. Good is, that the training materials has much picture, which explain situation and makes it easier for the migrants to understand. The teacher is trying to explain things eyes, but he has no experience in using simplified language and often turning to his normal explanation, which is quiet difficult for many migrants to understand.

In the partical part M. understand her work place instructor good, he is patient and explain her two times if necessary. More difficult for her is to understand the clients and their wishes, who speak sometimes dialects or has problems to speak well. In an interview she says, that she sometimes feel , that she as a foreigner is not welcomed by some clients or their families. A representative from the care center confirms, that sometimes the families of clients demand, that the care is done by a german, not a migrant or they will change to another care center.

Conclusions

- 1) In all countries there are specific demands for language teachers who teach L2-lessons, national language as foreign language, they have to have a special qualification.
- 2) For teachers and trainers in VET and for work place instructors, who work with migrants, there are no standards for intercultural knowledge, they can teach migrants without any special knowledge or qualification for this.
- 3) According to this there should be a minimum intercultural knowledge (training) demanded for all teachers, trainers or work place instructors, who work with migrants.
- 4) An intercultural training for trainers and teachers should not only be an intercultural learning in terms of sensibilisation, but should also include knowledge and facts about the special situation and special laws for migrants (f.i. special rules for migrants in the labour market) to be able to help them (teachers, trainers and work place instructors are the first persons to whom migrants come and ask for help if they have problems).
- 5) An intercultural training should also include knowledge about pedagogical method of simplified language and teaching materials about use of simplified language is needed.

ANNEX I

CIVET – WP 1 “Observation”

Template 1.1 – General Information

Name of Partner:

Main City of Partner`s activities:

Region:

Country:

Short Information about the Partner and it`s general activities

(Overview, please describe short and simple you activities with special focus on activities concerning immigrants)

General situation of migration in partner`s city or region (choose city *or* region)

- *How many immigrants/foreigners live in your City/Region?*
- *Where do they come from (countries of origin)?*
- *What status they have (refugees, immigrants from other EU-Countries, workers...)? Do they have citizenship of your country?*
- *Why they came (motivation) and what is their aim (to stay, to go to another country)?*
- *How long do they already stay in your place/country)*
- *With which target group your organization is working?*

Immigrants and language teaching:

- *How is language training for immigrants organized in your region/your organization?*
- *What are the conditions for migrants to take part in language learning (want/must/fees)?*
- *What qualification teachers have/must have (special certificates)?*

Counseling Migrants in VET:

- *How is VET according to immigrants organized (special offers for immigrants or migrants take part in trainings for everyone; if special, than how organized)?*
- *What is your organization offering?*
- *What qualification trainers have/must have to work with migrants (special certificates)?*
- *What are the most important indicators of success for migrants in these trainings?*

ANNEX II

CIVET – WP 1 “Observation”

Template 1.2 – Observation Report

Name of Partner:

Number of case:

Date and time/Duration of observation:

Place of observation:

Name of the observer:

Observed persons:

Background of the migrant

- *Age:*

- *Profession:*

- *Status of migration:*

- *State of origin:*

Background information about the observed situation:

Report on the observation

(what you observed in detail, description and analyse)