



**European Project TOI**  
**CIVET: Counseling Immigrants in Vocational Education and Training**

**REPORT: Intercultural Model Workshop in GREECE**

**Wednesday 09/05/2012**

## **Introduction**

The Intercultural Model Workshop in GREECE held at Wednesday 09/05/2012. The analytical Agenda of the workshop is presented at Annex I. The participants attended presentation on the theme of the workshop, worked in groups on scenarios and discussed on certain open questions, discussed all together and arrived at results and suggestions, fulfilled questionnaires.

## **Scenarios and Discussion**

Three (3) scenarios coming from real life was made and used during the workshop. The participants were divided in three (3) groups. Each one of the groups studied one scenario, discussed on it and on this basis they discussed answering the questions:

- 1. What kind of problems do the immigrants face during their language education or/and vocational education and training?*
- 2. What kind of problems do the educators face during language education or/and vocational education and training of immigrants?*
- 3. How can both educators/trainers and immigrants deal with this problem?*
- 4. What kind of skills should immigrants' educators/trainers have in order to succeed in their work?*

After that each group presented to the whole its discussion results and a synthesis took place.

### ***SCENARIO 1: 'TRIP'***

Imagine that you have embarked on a boat to Crete and that you have booked a cabin that you share with another two persons. In case you can choose you fellow passengers, which will you choose from the following ones and why?

- A French tourist that speaks only French
- A British tourist who has with many tattoos and is drunk
- An African peddler
- A Greek university student in the Law School
- An Arab university student with Erasmus program

- 1. Wonder whether all the things you described are realistic.*
- 2. Which stereotypes are behind your decisions?*
- 3. How would you feel if no-one wanted to travel with you?*

### ***Group's Discussion on the scenario:***

The group chose as the first fellow passenger the Greek university student based on the common language and the possible common interests and background. Both the Greek and non-Greek members of the group agreed on that, since the Greek ones feel more comfortable with a fellow Greek, while the non-Greek members as residents of Greece were familiar with the Greek language and mentality.

As the second fellow passenger, it was the Arab university student that was selected. The Greek members of the group were of a young age and so does the Albanian member of the group. So, they thought that they would communicate with him based on the same age and similar interests/phase of life. The Afghan member of the group agreed, because of the common religion and similar language and mentality.

All the members of the group judged what they thought as realistic. Behind their decisions/thoughts recognized the stereotypes of the color (African peddler) as long as the

fear for someone illegal. Also, they mentioned the stereotype for appearance (tattoos) or for someone drunk to be dangerous. Lastly, all believed that the language is a barrier to communication (French tourist).

They all agreed that they would feel isolated and marginalized, bothered and trying to figure out what was wrong with them (feel inferior, said the Afghan member)

#### ***Group's Discussion on the 4 questions:***

People in the Group found that language and terminology on each profession is difficult. It is difficult for adults to become students again

The most common and important difficulties for the immigrants are:

- immigrants have difficulties in understanding syntax and grammar
- Immigrants have different mentalities about the two sexes
- Immigrants are adults, so they have forgotten to be students

The educator should be patient and give time so as to understand the group's needs

The basic and characteristic skills that an immigrants' educator/trainer should have are:

patience, persistence, being understandable, emotional approximation, flexibility, respect

#### ***SCENARIO 2: 'ACCOMMODATION'***

Imagine that you rent your apartment in the city center. Which of the following ones will you rent your apartment to and why?

- An unemployed Greek university student from another city
- A construction worker from Albania
- A doctor in the hospital from Nigeria
- A Sudanese peddler of CD-ROMs

*Justify why you will reject the others.*

#### ***Group's Discussion on the scenario:***

The participants should choose the unemployed Greek university student from another city because he/she is a Greek student and Greek parents willing to offer everything to their children. So, they do not afraid of losing their money and it is easy for them to discuss and communicate. Some of them stated that they should choose the doctor in the hospital from Nigeria because of his employment that shows an very well educated and employed person.

#### ***Group's Discussion on the 4 questions:***

One member of the group (Aman) stated his own experience: *I was moqued in many workplaces, Greek seemed very difficult to me, it is a very different language from my mother tongue (different grammar)*

According to the group's opinion many problems to the educators are caused because the learners group is not homogenous either in language level, in age or in origin. The variety of age results in faster pace of learning and an easier understanding for the younger learners in comparison to the older ones. The variety in origins/nationalities results in different language backgrounds, so some learners understand easier than others. Lastly, immigrants are unaware of intervention services that can help them to integrate and be incorporated within the Greek society.

They suggest:

- Educators should search for constructive techniques so as the lesson to be easier, simpler and more pleasant.
  - More free seminars for immigrants so as to be able to integrate faster in the society.

- The educators to mingle with learners/immigrants: everything is easier and more pleasant through experiential workshops and conversation.

Educators should:

- Have a theoretical background on vulnerable social groups
- Be able to put themselves in others' position
- Know English as a common language of communication (lingua franca)
- Be clear, speak clearly, steadily and slowly so as to be understandable
- Not be racists
- Be able to understand immigrants' weaknesses
- Have a theoretical background on adult education in general
- Be patient and insisting on anything should be explained to immigrants
- Use simple Greek words even to proficient learners (high level on Greek language)

### ***SCENARIO 3: 'EMPLOYMENT'***

In a café in the city center and youth meeting point, they are asking for waitresses of a young age. You are the store manager and the responsible for hiring: which from the following candidates will you choose?

- A tall blonde Russian with no working experience in a café
- An experienced girl of African origin
- An inexperienced dark hair Greek university student
- An Albanian girl that speaks Greek fluently and has working experience

*Explain which factors you will take into consideration or which elements you will need in order to finalize your decision.*

#### ***Group's Discussion on the scenario:***

The factors taken into consideration were: working experience, appearance, communication skills and language knowledge.

Elements needed in order the decision to be finalized were: employee's sex (man or woman), area where the café functions, target-group of the café.

The group ended up choosing the Albanian girl, because has working experience and works hard plus knows the language well.

However, the Greek university student would be preferred in case she was related to the target-group (university students) and as more trusted person (stereotype about Albanians not being trustworthy)

#### ***Group's Discussion on the 4 questions:***

Immigrants can be marginalized within a group, sometimes they deny Greek history/culture or have stereotypes themselves so that the educators group becomes dysfunctional. Also, there was a question whether the immigrants should be integrated or incorporated within a society. The first is preferred since the immigrant comes with a culture himself that should be respected and not threatened. Thus, the second culture should be kept in order diversity to exist.

There is a problem in transmitting the language and its basic elements to the immigrants. A lot depends on the educator who should not be authoritative/all-knowing teacher, but an advisor. He should respect the fact that the learners are adults, having their culture, their experiences and their expectations.

Immigrants usually want to learn the language in order to help their children at school. The educators should avoid marginalizing their students and offer feedback to them as well as the education programs. These programs are usually established by technocrats/bureaucrats.

There is a lack of institutional frame in Greece especially about immigration. There are only isolated personal attempts to solve these problems. Greece functions with no order and organization.

An immigrant's educator/trainer should:

- have communication skills,
- knowing learners' cultures and habits,
- skills on crisis management,
- listening to the other and
- knowing about psychology

### ***Conclusions***

According to the participants many problems to the educators are caused because the learners group is not homogenous either in language level, in age or in origin. The variety of age results in faster pace of learning and an easier understanding for the younger learners in comparison to the older ones. The variety in origins/nationalities results in different language backgrounds, so some learners understand easier than others.

Immigrants are unaware of intervention services that can help them to integrate and be incorporated within the Greek society. There is a lack of institutional frame in Greece especially about immigration. There are only isolated personal attempts to solve these problems. More free seminars for immigrants are needed so as to be able for them to integrate faster in the society.

Educators should:

- characterize by patience and persistence
- being understandable
- have emotional approximation
- characterized by flexibility and respect to the immigrants
- have a theoretical background on vulnerable social groups
- be able to put themselves in others' position
- can speak English as a common language of communication (lingua franca)
- be clear, speak clearly, steadily and slowly so as to be understandable
- use constructive techniques so as the lesson to be easier, simpler and more pleasant.
- be able to understand immigrants' weaknesses
- have a theoretical background on adult education in general
- be patient and insisting on anything should be explained to immigrants
- use simple Greek words even to proficient learners (high level on Greek language)
- have communication skills
- willing to know learners' cultures and habits,
- have skills on crisis management,
- having basic knowledge in psychology

## Analysis of the Questionnaires to the Work Instructors/trainers

Fourteen (14) educators/trainers were present at the workshop and answered the questionnaire. The thirteen (13) of them were women and only one (1) was man. Their mean age was  $40,9 \pm 8,3$  years. Twelve (12) of them were Greek, one (1) was a Russian woman and one (1) was a Romanian woman. Seven (7) of them were a University degree holders, five (5) of them were a Masters Degree holders, one (1) had a technical level education and one (1) had a high school level education. Only two of them had a master in Adult Education. One of them had attended many seminars in Immigrants training and one in Adults education. The experience in vocational training was ranging from 2 years to 20 years. Their answers to questions of the questionnaires coded are:

*What is your experience in training migrants in the classroom or at work?*

- Teaching in school where foreign students were in the classroom (4 persons)
- Vocational training for both Greek and foreigners (seminars, workshops) (2 persons)
- Teaching Greek to foreigners both adults and children (3 persons)
- Teaching Greek to adult foreigners (3 persons)
- None (2 persons)

*How many of your students are usually migrants?*

|      |      |     |      |
|------|------|-----|------|
| Most | Some | Few | None |
| 5    | 5    | 5   | 0    |

*Please, specify .*

- The foreign children in primary schools are almost the 1/3 of the classroom students.
- A significant amount of students in high schools and also in adult education.
- The one third are Albanian and Russian in origin
- I have foreign students of all different nationalities
- 20% of the students of the school are foreigners
- A mixed group of vocational education
- Albanian, Russian, Romanian, Bulgarian, West Indians and Lettonian
- Albanian, Palestinian, Bulgarian
- Albanian

*What kind of problems have you faced when training migrants?*

- We face lack of intercultural spirit, risk
- Knowing immigrants' culture, understanding their culture and their habits, language mistakes
- Immigrants' isolation within the classroom
- Difficulty in understanding and acquisition of the Greek language
- Difficulty in accepting elements of Greek origin,
- Difficulty in communication, the immigrants cannot accept the variety in their classmates' origins
- Different cultures and experiences of the immigrants, different expectations and experiences.
- Different cultures of the immigrants, internal conflicts because of the group's dynamics
- Cultures' understanding and concepts' understanding
- None at all. On the contrary, I gained through the collaboration with volunteers from another country who had an excellent attitude and knowledge

*How do you handle these problems?*

- With personal research, reading, conversation with colleagues
- With understanding and humor. I try to listen to immigrants' needs and to learn through each educational experience.
- With collaborative learning in small groups
- With many exercises of different types and use of techniques so as the educational process to be easier
- Using constructive teaching techniques for Greek language
- By forming educational groups of the same nationality, by discussing and approaching immigrants' culture and civilization
- Based on nationality and immigrants' needs. By being more of an advisor than a knowledgeable teacher and having honor.
- Using communicative skills, discussing and using verbal and non verbal communication
- By trying to clarify terms and concepts as much as possible
- The teacher should be more of an advisor than a teacher offering mostly knowledge
- By being open to diversity, acceptance and the working in groups method

*What kind of skills do you think that work instructors should have to help them work well with migrants?*

- They should have a wide horizon of learning, accept the foreign element and attempt limiting the stereotypes
- social skills, understanding and love for the students/learners and the subject itself
- Knowledge and experience
- respect towards diversity, a theoretical background on adult education
- Being able to speak in a simple language and being understandable
- intercultural skills, social skills
- social skills, being able to listen to the other person/the learner, being more of an advisor
- Being calm, having a structure plan of teaching, using dialogue in class, listening to the other person, feeling/showing
- people and situations' management, knowing themselves, no personal stereotypes, love
- communication, knowledge about different nationalities, being an advisor
- social skills, crisis management skills, techniques of collaborative teaching, detection of immigrants' needs (being informed about them)

*Was there anything missing in the content of the workshop?*

- Presence of the foreign element
- Maybe more working in groups and groups discussion
- In my opinion, everything was fine
- the subject was perfectly covered both in theory and in practice
- Good enough presentation of topics
- Nothing was missing, everything was well structured and in the proper time
- The program was structured. I also think that the workshop practice can help more in adult education. The seminar and especially the workshops were instructive for me.
- more time in order to analyze in depth the topics discussed
- Nothing

*Was every activity useful?*

Every body answered that all the activities of the workshop were useful.

*What did you find the most useful during the workshop?*

- the working groups on the scenarios and the discussion (4 persons)
- Mrs Vamvaka's presentation and the working on the scenarios (1 person)
- discussing on practical problems (1 person)
- Immigrants' opinions and the exchanging of views and ideas (1 person)
- Exchanging ideas and experiences in working groups, the interaction itself (1 person)
- Communication (1 person)
- The collaboration (1 person)
- Educators' experiences (1 person)
- I consider very important the theoretical part about the intercultural skills as well as the workshops-working groups (1 person)
- The use of a simple language for language educators for immigrants (2 persons)

*What do you consider to be the most important finding from the workshop?*

- The presentation of the workshops' results
- The fact that stereotypes exist in all of us (either negative or positive ones) and we should try so as to discard them
- Educating immigrants' educators about immigrants' cultures
- Exchanging views and experiences
- Exchanging advisory knowledge
- Meeting people from different domains that work with immigrants
- intercultural skills
- An important finding of the seminar was the theoretical knowledge about the scenarios and the intercultural skills. It was an important step that both educators and immigrants were on the same table discussing their problems.
- The fact that everybody took part in the seminar and was able to experience the difficulties of adult education from another point of view
- Exchanging experiences, the use of simple language

*Do you think that you learnt something new during the workshop? If yes, please describe briefly*

- the way we face the foreign element can mobilize us to improve our behavior
- How differently each person sees/understands the same situation (according to his job, age, etc.)
- Immigrants' particularities and isolation, having difficulties in communicating their problems
- I learnt many things from the description of immigrants' experiences
- The study about the use of simple language in advising immigrants
- Educators' experiences and meeting the participants of the seminar
- Important information about intercultural skills that the educators should have so as to use a simple language in their lessons
- We learnt to think differently about the immigrants
- The use of a simple language for adult educators (not only immigrants educators)
- The levels of intercultural skills

*What do you think we should incorporate into a training module for trainers and work instructors?*

- Foreigner speakers, learners
- Problem solving methods for both educators and learners

- Soft skills training
  - Elements of experiential method/character
  - Educational scenarios
  - Language topics
  - Experiential workshops
  - topics about vocational education, use of simple and understandable language, intercultural skills for educators and discussion in groups/working on possible scenarios-incidents
  - Communication topics, approach of an intercultural culture
  - The opinion of both the educators and the immigrants/learners that have attended the seminar so as a future seminar on adult education to function even better/improve

*Please rate your satisfaction from your participation in the workshop:*

|                      |     |     |     |     |     |     |     |     |                      |
|----------------------|-----|-----|-----|-----|-----|-----|-----|-----|----------------------|
| not at all satisfied | ... | ... | ... | ... | ... | ... | ... | ... | absolutely satisfied |
| 1                    | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10                   |

The mean grade was **9,2** showing very high satisfaction

- Comments I would like to listen to the “other” side, this of the learners
- It was a pleasant experience, educative and interactive-experiential (workshops)
- Excellent organization on the subject
- It was a pleasant experience and I am satisfied from what I listened to
- The seminar was pleasant and refreshed.
- It seemed to me very different from other seminars I have attended
- It was well organized
- This is because the theory was in accordance with the workshops and there was an overall approach of adult education (a wide domain)
- It was very productive, however I felt that time was pressing and some important topics were not discussed in depth.
- positive atmosphere, exchanging experiences

## **Analysis of the Questionnaires to the Migrants**

Seven (7) immigrants were present at the workshop and answered the questionnaire. The five (5) of them were women and two (2) were men. Their mean age was  $39,2 \pm 8,5$  years. Three (3) of them were Albanians, one (1) was a Russian woman; one (1) was a Romanian woman and one (1) was a Afghanistan man. The mean number of years in Greece was  $16,8 \pm 9,6$ . Five (5) of them were a University degree holders. Six (6) of them were married and one (1) was single. Two (2) of them are teachers/educators, one (1) is an Interpreter, one (1) is a Speech therapist. Most of them had a very little job experience before entering Greece and most of them have the experience of many different jobs during their stay in Greece. Their answers to questions of the questionnaires coded are:

*What kind of problems have you faced during vocational/language training?*

- I do not usually understand words, since I barely speak Greek (1 person)
- I have difficulties in communicating with the teachers-educators (2 persons)
- None (4 persons)

*What kind of problems have you faced at work?*

- I believe that people respect my work, because of my origin from Romania, a country that is considered to be a school of athletics (1 person)
- I face problems of racism and collaboration problems with the public services (1 person).
- Mostly language problems (2 persons)
- Lack of education (1 person)
- None (2 persons)

*How did you overcome these problems?*

- I am proud of the approval of my colleagues.
- With different seminars and by being informed ( media)
- With signs until I managed to understand simple words.
- Self-education

*What kind of key skills do you think that trainers and work instructors should have to be able to help migrants to learn?*

- They should speak in a simple language and to be sure that they are understandable. Also, they should have lots of patience.
- The educator should not be a racist himself and to be willing to explain everything plain and simple.
- The educators should be patients, should speak slowly and should explain all the words.
- A basic skill is the educators to gain knowledge from us, the immigrants, concerning mentality and culture.
- The educators should necessarily know English or French or if this is possible, they should know the basics of the immigrants' language.
- Patience and understanding towards the immigrants' culture and customs

*Did you find that participants in the workshop today understand the problems you faced and are trying to overcome them?*

All of the immigrants answered 'YES'

*What did you find the most helpful during the workshop?*

- The presentation about simple language and basic educator's skills and the scenarios of the workshop
- Exchanging experiences within my group.
- The presentation about the basic educator's skills and the videos.
- The thoughts about simple language

*What do you think it was missing in the content of the workshop today?*

- It would be good to listen to an immigrant's opinion about what he would want from such programs.
- They should attend more people.
- I have no suggestion.
- Nothing, I was totally satisfied.

*What do you think we should incorporate into a training module for trainers and work instructors?*

- Experiential lessons/courses
- The content should be very well organized and cover different topics.

*Please rate your satisfaction from your participation in the workshop:*

|                      |     |     |     |     |     |     |     |     |                      |
|----------------------|-----|-----|-----|-----|-----|-----|-----|-----|----------------------|
| not at all satisfied | ... | ... | ... | ... | ... | ... | ... | ... | absolutely satisfied |
| 1                    | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10                   |

The mean grade was **8,8** showing very high satisfaction

## Analysis of the Questionnaires to the Partners organizing the workshop

Four (4) persons were involved in the preparing of the workshop as well on the self-evaluation of it.

All of them agree or totally agree that the program of the seminar was good, the duration of the seminar was satisfying, the participation was satisfying, the goals of the seminar were fulfilled, the presentations were effective, the conversations in groups among the participants were effective, there was a good mix of participants.

Their coded answers to the open questions of the questionnaire are:

*What do you think that it was missing in the content of the workshop?*

- It would be good if more immigrants were participating in the seminar, also if more representatives of the state and the society took part in the seminar.
- It would be good if more immigrants' representatives from various (national) societies took part in the seminar so as to display the problems they face.
- Maybe the participation of more immigrants.

*Was every activity useful? If not, why not?*

- Yes, because I believe that the program was very well structured. So, all the activities were useful.
- Yes, because the information about simple language and intercultural skills were useful along with the video we watched. The workshops that followed were based on the above.

*What did you find the most helpful during the workshop?*

- The working in groups on the scenarios
- I think that the most useful element of the seminar was the workshop intercultural consultation where organizers, immigrants and educators discussed.
- The working groups because problems of education/vocational education were discussed with an experiential way. So, there were found shortages and possible solutions of those problems.

*What do you consider to be the 3 most important findings from the workshop that should be included in the intercultural module or training materials (content or method)?*

- The fact that education is useful for both educators and learners and that the seminars are useful for both of them. Another finding is that exchanging opinions among immigrants and non-immigrants is prolific by itself.
- exchanging opinions among educators and learners-immigrants,
- immigrants' need to integrate in the society without discrimination,
- immigrants' need for education and vocational education
- The intercultural skills that were analyzed and discussed by the participants were useful and interesting. The method used was the working groups and it was positively accepted by the participants. Also, the use of simple understandable language was an important finding. Talking equivalently on the same table is the key and an open door towards an equal treatment for immigrants.

*Please rate the effectiveness of the workshop (please refer to the objectives)*

|                      |     |     |     |     |     |     |     |     |                      |
|----------------------|-----|-----|-----|-----|-----|-----|-----|-----|----------------------|
| not at all satisfied | ... | ... | ... | ... | ... | ... | ... | ... | absolutely satisfied |
| 1                    | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10                   |

The mean grade was **9,5** showing very high satisfaction

*Specify why:*

- I consider that there is always place for improvement, especially when listening to immigrants' opinions/views. On the whole, the seminar's findings were constructive and were "touched" with the interesting method of experiential- group-collaborative method.
- I think that today's seminar was especially effective. The working groups resulted in important findings for immigrants' needs and problems. I think that society improves and take cares more and more of conquerable social groups (immigrants). I cannot think what it could be added to a totally satisfying seminar, but there is always place for improvement.
- The targets of the workshops were completely achieved. The local authorities, the migrants, migrants associations, language teachers and social workers, vocational teachers and people working with immigrants participated in the workshop and they were all satisfied. The intercultural skills were discussed, analyzed and were the centre of the discussion with the participants.
- The Vice Mayor of Patras, Mrs Andrikopoulou-Rouvali was present and took part in the one workshop too.
- All the participants were quite satisfied with the results of the discussion during the workshop. They found the discussion quite effective and supporting and the workshop quiet interesting.
- Personally I felt the satisfaction and the success of the workshop from the participants themselves.

## **Conclusions**

Based on the scenarios analysis and discussion, the discussion on the open questions, and the answers on the questionnaires for educators/trainers, immigrants and organizing partners, the following results can be concluded:

*As far as the kind of problems immigrants face during their language education or/and vocational education and training is concerned:*

Immigrants face problems with the Greek language. They found it very difficult and different than their own one. They face difficulties during education/training, during every day activities and life and at the workplace as well.

Some of them face problems of racism and collaboration problems with the public services. Often they face problems with immigrants of other nationality as sometimes there is a competition among them.

Immigrants are unaware of intervention services that can help them to integrate and be incorporated within the Greek society. There is a lack of institutional frame in Greece especially about immigration. There are only isolated personal attempts to solve these problems. More free seminars for immigrants are needed so as to be able for them to integrate faster in the society.

*As far as the kind of problems the educators face during language education or/and vocational education and training of immigrants is concerned:*

During lessons and training problems arise due to:

- lack of intercultural spirit for sometimes both educators/trainers and immigrants,
- lack of familiarization of immigrants' culture, and understanding their culture and their habits, language mistakes
- immigrants' isolation within the classroom
- difficulty by immigrants in accepting elements of Greek origin, Different cultures of the immigrants, internal conflicts because of the group's dynamics
- different cultures and experiences of the immigrants, different expectations and experiences.
- difficulty by the immigrants in understanding and acquisition of the Greek language

According to the participants many problems to the educators are caused because the learners group is not homogenous either in language level, in age or in origin. The variety of age results in faster pace of learning and an easier understanding for the younger learners in comparison to the older ones. The variety in origins/nationalities results in different language backgrounds, so some learners understand easier than others.

*As far as how can both educators/trainers and immigrants deal with this problem is concerned:*

The educators/trainers:

- With personal research, reading, conversation with colleagues
- With understanding and humour. Trying to listen to immigrants' needs and to learn through each educational experience.
- With collaborative learning in small groups
- With many exercises of different types and use of techniques so as the educational process to be easier
- Using constructive teaching techniques for Greek language
- By forming educational groups of the same nationality, by discussing and approaching immigrants' culture and civilization

- Based on nationality and immigrants' needs. By being more of an advisor than a knowledgeable teacher and having humor.
- Using communicative skills, discussing and using verbal and non verbal communication
- By trying to clarify terms and concepts as much as possible
- By being open to diversity, acceptance and the working in groups method

The Immigrants:

- With hard efforts
- With different seminars and by being informed ( media)
- Self-education

*As far as the kind of skills that immigrants' educators/trainers should have in order to succeed in their work is concerned:*

Educators should:

- characterized by patience and persistence
- being understandable
- have emotional approximation
- characterized by flexibility and respect to the immigrants
- have a theoretical background on vulnerable social groups
- be able to put themselves in others' position
- can speak English as a common language of communication (lingua franca)
- be clear, speak clearly, steadily and slowly so as to be understandable
- use constructive techniques so as the lesson to be easier, simpler and more pleasant.
- be able to understand immigrants' weaknesses
- have a theoretical background on adult education in general
- be patient and insisting on anything should be explained to immigrants
- willing to know learners' cultures and habits,
- having basic knowledge in psychology
- having a wide horizon of learning, accept the foreign element and attempt limiting the stereotypes
- having knowledge and experience
- characterized by respect towards diversity, a theoretical background on adult education
- being able to speak in a simple language and being understandable
- social skills, being able to listen to the other person/the learner, being more of an advisor
- being calm, having a structure plan of teaching, using dialogue in class, listening to the other person, feeling/showing
- having social skills, crisis management skills, techniques of collaborative teaching, detection of immigrants' needs (being informed about them)

*What do you think we should incorporate into a training module for trainers and work instructors?*

- Problem solving methods for both educators and learners
- Soft skills training
- Elements of experiential teaching method
- Educational scenarios
- Language topics
- Experiential workshops

- topics about vocational education,
- use of plain (simple) language by the language educator
- use of plain (simple) language by the vocational trainer
- use of plain (simple) language by people in workplace
- discussion in groups/working on possible scenarios-incidents
- intercultural skills for Educators/Teachers
- Communication topics, approach of an intercultural culture
- Foreigner speakers as educators

## ANNEX I

### **Agenda - Intercultural Model Workshop Wednesday 09/05/2012**

- 17.00 – 17.15: Registration - Official Greetings by Mrs. Andrikopoulou – Rouvali Maria, Vice Mayor of volunteering, NGO's and Migrants' Integration.
- 17.15 – 17.30: *Presentation of the European Project Leonardo Da Vinci, TOI - CIVET* by Mrs. Kyriaki Vamvaka, Chairwoman of Achaia Adult Education Institute.
- 17.30 – 17.50: *“Intercultural skills for Educators/Teachers* by Mrs. Papadimitriou Angeliki, Literature Teacher, Researcher in the Pedagogical Department of the University of Patras.
- 17.50 – 18.00: *“Using plain language by the language educators”* by Dimitra Alexiou, Literature Teacher, Cultural Manager
- 18.00 – 18.15: Coffee Break  
Presenting a video about intercultural counseling by the Uni. of Macedonia's, depart. Education and social policy in Adult Psychology <http://www.youtube.com/watch?v=VGWiwdmFHhQ>
- 18.15 – 20.30 *Intercultural Workshops - scenarios*  
(All participants take place in **3 Workshops**)  
Leaders: 1<sup>st</sup> Workshop: Anthi Karatrantou, Konstantina – Titika Tsintoni & Marioniki Brompona  
2<sup>nd</sup> Workshop: Kyriaki Vamvaka & Niki Efstathopoulou  
3<sup>rd</sup> Workshop: Dimitra Alexiou & Stavroula Zerva  
(*Answering the questionnaires*)
- 20.30 – 21.00: Discussion in the panel – Presentation of the workshop results  
Conclusions



## ANNEX II

### Questionnaire to the Work Instructors/trainers

Please, answer the following questions in order to help us organize the Intercultural training Model and the Material in the best way:

- Sex: .....
- Age: .....
- Nationality .....
- Ethnic background: .....
- Education level: .....
- Do you hold a teaching/training qualification: .....
- Do you hold an immigrants' teaching/training qualification:: .....
- Teaching/Training experience: .....years.

1. What is your experience in training migrants in the classroom or at work?

.....  
 .....  
 .....

2. How many of your students are usually migrants? (please circle)

Most                      Some                      Few                      None

Please, specify .....

3. What kind of problems have you faced when training migrants?

.....  
 .....  
 .....

4. How do you handle these problems?

.....  
 .....  
 .....

5. What kind of skills do you think that work instructors should have to help them work well with migrants?

.....  
 .....  
 .....

6 Was there anything missing in the content of the workshop?

.....  
 .....  
 .....

7. Was every activity useful?

.....  
 .....  
 .....

8. What did you find the most useful during the workshop?

.....  
 .....  
 .....

9. What do you consider to be the most important finding from the workshop?

.....  
 .....  
 .....

10. Do you think that you learnt something new during the workshop? If yes, please describe briefly

.....  
 .....  
 .....

11. What do you think we should incorporate into a training module for trainers and work instructors?

.....  
 .....  
 .....

12. Please rate your satisfaction from your participation in the workshop:

|                      |     |     |     |     |     |     |     |     |                      |
|----------------------|-----|-----|-----|-----|-----|-----|-----|-----|----------------------|
| not at all satisfied | ... | ... | ... | ... | ... | ... | ... | ... | absolutely satisfied |
| 1                    | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10                   |

Comments

.....  
 .....  
 .....

## ANNEX III

### **Questionnaire to the Migrants**

Please, answer the following questions in order to help us organize the Intercultural training Model and the Material in the best way:

Sex: .....  
Age: .....  
Country of origin: .....  
Years in current country: .....  
Education level before coming to current country .....  
Family status: .....  
Working status: .....  
Work experience before coming to current country .....  
Working experience in current country: .....

1. What courses or training have you attended in your current country of residence?

.....  
.....  
.....

2. What kind of problems have you faced during vocational/language training?

.....  
.....  
.....

3. What kind of problems have you faced at work?

.....  
.....  
.....

4. How did you overcome these problems?

.....  
.....  
.....

5. What kind of key skills do you think that trainers and work instructors should have to be able to help migrants to learn?

.....  
.....  
.....

6. Did you find that participants in the workshop today understand the problems you faced and are trying to overcome them?

.....  
.....  
.....

7. What did you find the most helpful during the workshop?



.....  
 .....  
 .....

8. What do you think it was missing in the content of the workshop today?

.....  
 .....  
 .....

9. What do you think we should incorporate into a training module for trainers and work instructors?

.....  
 .....  
 .....

10. Please rate your satisfaction from your participation in the workshop:

|                      |     |     |     |     |     |     |     |     |                      |
|----------------------|-----|-----|-----|-----|-----|-----|-----|-----|----------------------|
| not at all satisfied | ... | ... | ... | ... | ... | ... | ... | ... | absolutely satisfied |
| 1                    | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10                   |

Specify why:

.....  
 .....  
 .....

## ANNEX IV

### Questionnaire to the Partners organizing the workshop

|  | Strongly disagree | Disagree | Agree | Strongly agree |
|--|-------------------|----------|-------|----------------|
| 1. The schedule of the workshop was good                       |                   |          |       |                |
| 2. The duration of the workshop was satisfactory               |                   |          |       |                |
| 3. The participation was good                                  |                   |          |       |                |
| 4. The objectives of the workshop were achieved                |                   |          |       |                |
| 5. The presentations were effective                            |                   |          |       |                |
| 6. The group discussions among the participants were effective |                   |          |       |                |
| 7. There was a good mix of participants                        |                   |          |       |                |

If you have answered Strongly Disagree or Disagree to any of the above questions, please explain why

.....

.....

.....

.....

8. What do you think that it was missing in the content of the workshop?

.....

.....

.....

9. Was every activity useful? If not, why not?

.....

.....

.....

10. What did you find the most helpful during the workshop?

.....

.....

.....

11. What do you consider to be the 3 most important finding from the workshop that should be included in the intercultural module or training materials (content or method)?

.....

.....

.....

12. Please rate the effectiveness of the workshop (please refer to the objectives):

|                      |     |     |     |     |     |     |     |     |                      |
|----------------------|-----|-----|-----|-----|-----|-----|-----|-----|----------------------|
| not at all satisfied | ... | ... | ... | ... | ... | ... | ... | ... | absolutely satisfied |
| 1                    | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10                   |

Specify why:

.....

.....

