

Result N° 16

WP2 ANALYSIS AND RESEARCH

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Analysis and research

The document describe collected data about situation of refugees and asylum seeker in partner's country. The data has been collected with auxilium of many tools. The analysis is principally qualitative. Questionnaires, Focus Group and Personal interview were useful for gather notices and important informations about the actual situation. Questionnaires report among other information two aspects relate to training of refugees: Trainers and courses actually involved in the refugees and asylum seekers system. The results involves ten projects and eight institution analysed.

1. Questionnaires

Questionnaire is the first tool for analyse situation of users and trainers in refugee's system. The results comed up from this methodology are divided into three categories:

1.1 Users

The first result regard Users of refugees system. Under you can find (fig.1) a statistic description of educational level of final users that participate at course. You may notice that the people that arrive in partner's country have low educational level. Generally they have an informal education or in many cases primary schooling. They are both (fig.4) migrants (fig.3) and refugees and they often not speak the language of host country or they have a low level. The sample was collected from 10 courses and compared with number of trainers per user(fig.2).

Non formal	Primary	Secondary	High school

Figure 1

N. effective users	N. trainers	Ratio
4	1	25,00%
4	1	25,00%
15	2	13,33%
8	3	37,50%
17	7	41,18%
33	2	6,06%
70	5	7,14%
90	3	3,33%
150	72	48,00%
232	1	0,43%

Figure 2

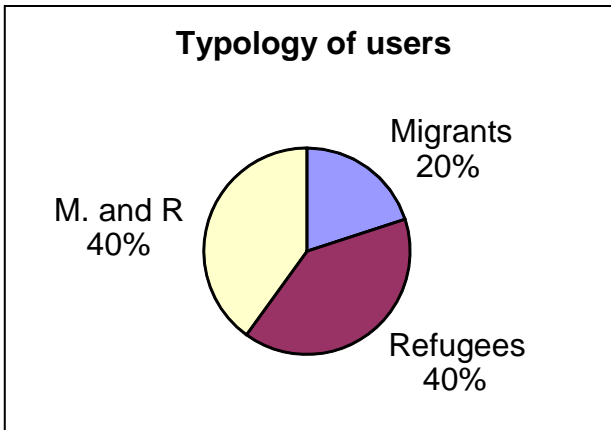


Figure 2

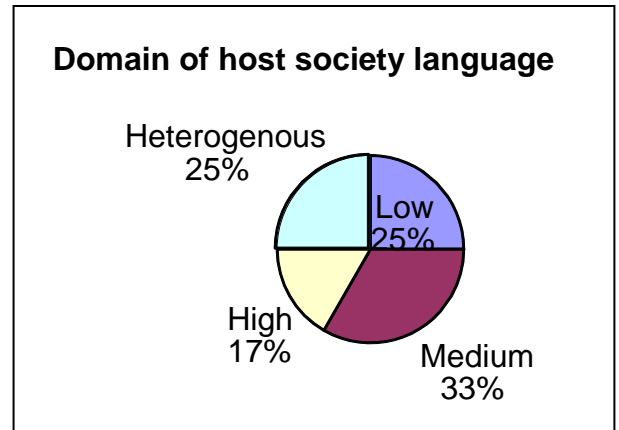


Figure 4

1.2 Trainers

Second focused issue is represented by Trainers. General picture show the profile respect to professionalities relate to refugees training as teaching, cultural mediation, training and other profiles. In next figures(5, 6, 7) you can find data relate to role of trainers and teaching.

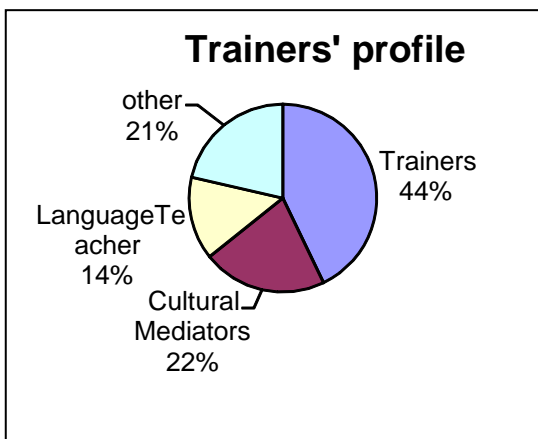


Figure 3



Figure 6

TEACHING METHODOLOGIES						
Workshop	Project Work	Role Playing and Simulations	Cases Study	Distance Learning		Focus group
X						
X		X	X			X
X						
		X				X
X						
X		X				X
X						
	X					

Figure 7

1.3 Methodology and Tools

An interesting data (you can find in methodology and tool paragraph) is represented by several methodologies used by refugees and asylum seekers. In the next pages is possible to retrieve other data extrapolated from questionnaires that explains what kind of methodologies, trainers(fig.11, 12), tools(fig.10), didactic supports(fig.8, 9) are used actually in refugees training. Of course data are related just at Deeper analisis (10 courses) and they aren't of large amount but they represent a trend of target country (Italy, Spain, Belgium).

Digital	Paper	Audio and video support	Other
	X		
X	X	X	
	X	X	
	X	X	
X	X		
X	X	X	
X	X	X	X
X	X	X	
X	X	X	
			X

Figure 8

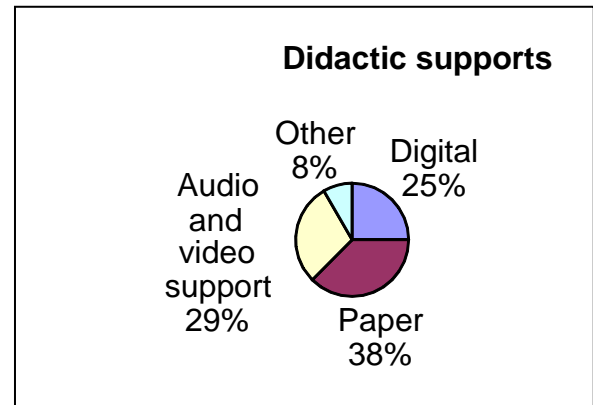


Figure 9

MAIN LEARNING METHODOLOGY					
Frontal	Virtual Platforms	Video	Radio	Streaming	other
X					
X		X			
X		X			
X					
X					
X	X	X			X
X					
X					
X					
					X

Figure 10

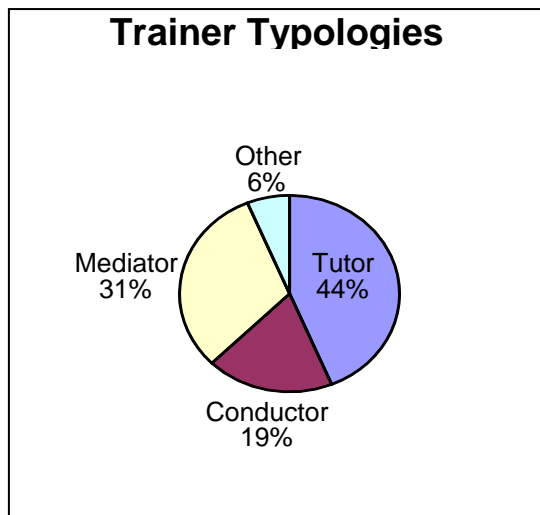


Figure 4

TRAINER TYPOLOGY			
Tutor	Conductor	Mediator	Other
X			
X	X	X	
	X		
		X	X
	X		
X		X	
X		X	
X		X	
X			
X			X

Figure 12

1.4 Contents

Respect to the ten analysed course's contents is interesting to note that arguments range from human relationship, to ICT, also literature(fig.13). All ten courses are language courses but they have various issues. They cover transversal competences(fig.14). The figure that emerge from questionnaires analysis show that the language is not the only competence for integration for refugees or generally for migrants. They need various themes and they prefer to know many aspects of host country culture.

Specific Contents in Language Courses *

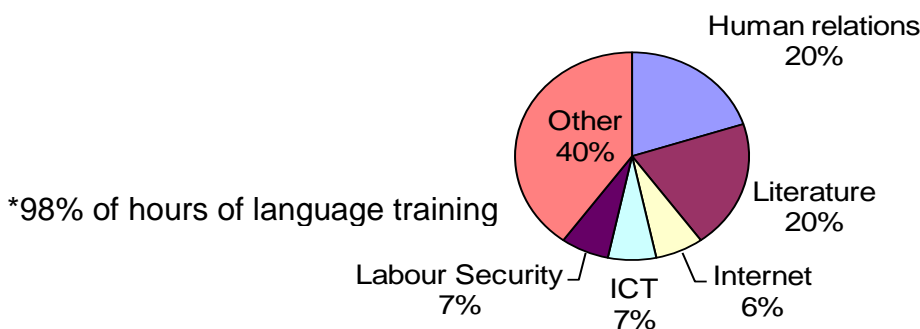


Figure 13

Contents on Transversal and intercultural competences

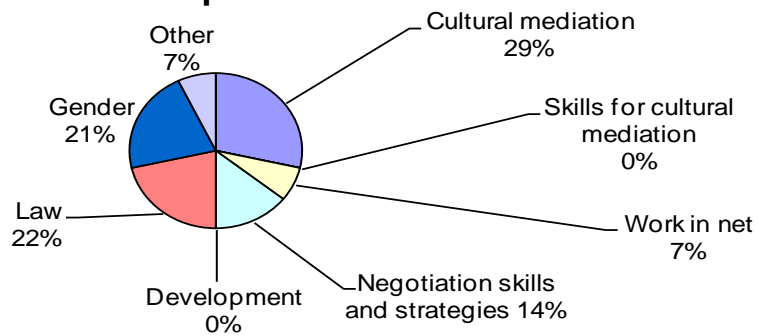


Figure 14

1.5 Organization of the courses

Questionnaires was submitted to participants of many course typologies and with several organizational and evolutional modality. Follow this, you can find notices about ideas for courses and several way to evaluate(fig.15, 16) them:

How did the idea of the course come up?

- Internal analysis of needs: 8/10
- International Tranference of Knowledge: 1/10
- National Tranference of Knowledge: 1/10

Where do the funds come from?

- Local, regional and national public funds: 5/10
- European funds: 4/10
- Private and local, regional...:1/10

Where/how have users been involved in the courses?		
Other Users	Local Networks	Public Services
X		
X		
X		
	X	
X		
X		
	X	X
X	X	X
	X	

Figure 15

1.6 Evaluation of questionnaires

Evaluation of Users' Objectives?

- Self-evaluation: 7/10
- Peer to peer: 1/10
- Tutor ev. expert: 1/10
- Self-ev. + Tutor: 1/10

Qualification:

- Certificate: 5/7
- Diploma: 1/7
- Cert + Dipl.: 1/7

Impact on Labour Market (no significant datas)

- % placement: less than 10%
- are they currently working? 2/10
- have they been requalified? NO 4/10

Evaluation System

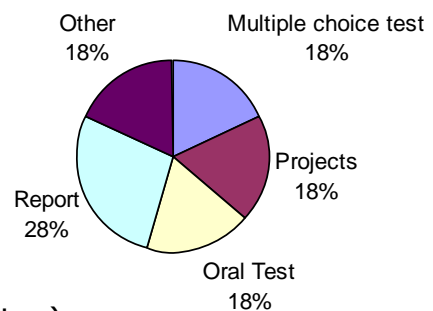


Figure 16

2. Focus Groups

The second tool for analysis of the situation in project partner's country is Focus Group. focus group is a form of qualitative research in which a group of people are asked about their perceptions, opinions, beliefs and attitudes towards a product, service, concept, advertisement, idea, or packaging. Questions are asked in an interactive group setting where participants are free to talk with other group members. Partner organized 3 focus group inviting experts and stakeholder. Groups were made up of, at least, 6 participants. A previous guideline was created to lead the conversation.

2.1 General Dimensions

From focus group and questionnaires emerged situation of training in refugees and asylum seekers world. The existing reality, the professionals figure involved in training, the institutions that work for refugees acceptance and training. Following there is a general picture of the situation:

PROFESSIONAL NETWORK to EXCHANGE A POOL of KNOWLEDGE:

- Wide networks in which trainers receive instruments from a holistic approach: competences of individual trainers inserted in a multi-stakeholder wide network.
- Coordination of complementary local resources in the diagnostic step (needs of users – resources in territories).
- Weakness: Coordination in the local context not to double resources is not always possible, since there is a diversity of interest among the social actors involved.
- Need of a platform as a tool to manage a local network. Several examples appeared.
- Transfer practices and co-ordination among local and national actors: Homogeneity of the social interventions, education pathways
- Problem of financial sustainability of the project
- ts and short term planning.
- Use of external ICT providers as a good way to use resources in the networks: Experiences about cooperation in learning process using facilities of other institutions.

2.2 Users' Profiles and their needs analysis

From general analysis using previous described instruments emerged many common elements between partner's country. These elements in addition to picture of refugee are summarized below:

- Common Problem: unpredictable users' profile (literacy, ages, origin...) for a correct planning of courses.
- Training needs related with different STEPS in the hosting society: There is an evolution in those needs.
- Language domain as the first tools for freedom and autonomy

Following steps:

- Vocational Training
- Career guidance.

2.2.1 Who's a Refugee:

The Geneva Convention (1951) lays down the conditions that must be satisfied. A refugee is someone who genuinely fears being persecuted for reasons of race, religion, nationality, political conviction or allegiance to a particular social group. Since 2006, in addition to the refugee status, the so-called 'subsidiary protection status' has been created. This status can be attributed to asylum seekers who do not meet the criteria for recognition as a refugee but who are in a dangerous situation and who can demonstrate that by returning to their country of origin they run a real risk of serious harm.

- They are often treated as a whole but their backgrounds are quite different.
- Biographical aspects of people, the individual past and memory as element of personal identity (not just 'refugee'): process of reappropriation of self-identity as objective of the Holistic approach.
- Refugees' context in the host country:
 - Social network created.
 - Relations with their own national society
 - Asylum situation.
- Reciprocal approach of knowledge.

3. Migrants and Refugees, some differences...

- Economic migrants vs refugees: Language training as the 1st step for autonomous decision making and for reappropriation of an interrupted pathways (refugees) vs inclusion in labour market (migrants).
- Migrant workers are less involved in training system than refugees: Refugees are eager to be involved in knowledge process and Migrants are focused on working.
- Asylum seekers can work from the sixth months and they receive specific training, irregular migrants are excluded from this kind of services

3.1 Literacy levels and heterogeneous groups

- With very low literacy levels, certain linguistic homogeneity of the group may help: Otherwise, it is useful the role of mediators from their own community.
- With higher level of literacy, linguistic heterogeneity permits the use of the taught language as the only common language.
- The current system (in Spain) is not effective in previewing literacy levels

4. Trainers' NEEDS (Finally, the situation of trainers

- **MAIN TRAINERS' NEEDS:**
- Professional Training.

d e e p e r



developing innovative and integrate
training program for refugees and asylum



Education and Culture DG

Lifelong Learning Programme

- Usage of common networks to share resources.
- The biographical background of users in order to make a deeper balance of competences.
- The language training and ICT knowledge.
- Raising awareness about the multiactors context in which users are involved providing the due information to the users.
- Acquiring skills to favour the first step of user integration: socialization and communications instruments as tools.
- Need of competences in innovative methodologies for a holistic approach: multimedia, biography and narrations... Non-structured system of training.
- Deeper knowledge of the community users belong: There were some good examples of
 - the involvements of volunteers from those communities that became trainers after a training process for them.
 - Volunteer trainers have often less competences in training: Professionalism
 - Need of coordinated (complementary) competences among volunteers and professional trainers.