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Needs Analysis Report on Methodologies used within Second Chance Programmes





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Introduction

This document details the needs for new learning methodologies in inclusive education systems and second chance programmes. This document was built using data collected through focus groups and online questionnaires carried out in five partner countries, Romania, Austria, Bulgaria, Italy and Spain within the ROBIN project.

The report follows in three sections:

The first presents the findings from focus groups in all five partner countries. It summaries the outcomes in response to questions surrounding: the content and structure of second chance programmes; working with diverse, mixed groups of participants; the professional development of teachers; and new learning methods for children on the move. This is presented country by country for each topic, explaining specific needs analyzed before a conclusive summary of the general needs identified by focus groups in all countries. Recommendations are made by the focus groups for moving forward in developing more effective means for delivering second chance education programmes.

The second part details the results of identical online questionnaires distributed in all partner countries. The main findings of these are summarized and full results from all countries are compared in graphs. A conclusion highlights the main similarities and differences in countries' answers to identify generic and specific needs.

The final section of this report ties together the findings from focus groups and the online questionnaires in a comparative analysis. This highlights the specificities of countries' needs and concerns, as well as identifying central, common areas whereby a generic framework for an improved second chance curriculum can be built. Recommendations are made, in light of the findings, for the key changes needed to existing second chance programmes.

Methodology used

2 methods of collecting data were used: focus groups and online surveys in all partners' languages. The specific templates for focus group (focus group guidelines) and online survey



were used by all partners in order to gather and compare same type of data (templates as annexes 1-2).

The collected data was introduced in the partners report template in English by every partner that was sent to the output leader for developing this final report.

Quantitative indicators were followed such as at least 10 attendees at the focus group/ country and around 50 online surveys filled in/ country. The needs analysis was conducted by all partners in the period of March- June 2016.

Findings of Focus groups

This section of the report presents the discussions from focus groups held in each of the five partner countries. These focus groups were conducted in person with educators involved in second chance programmes, focusing on professionals working with children and young people on the move or with a migrant background. Three to four topics were discussed in each session, lasting up to three hours. These included: the content and structure of second chance programmes; working with diverse, mixed groups of participants; the professional development of teachers; and new learning methods for children and young people on the move or with a migrant background. Participants were invited to openly discuss their work, perceptions of its effectiveness and areas for further development. Similarities, differences and good practices are identified in a combined summary of findings.



Focus group held in Spain
Source: INTRAS 2016



Second Chance Programmes in Partner Countries

 In **Romania**, participants considered the main duties of staff in second chance programmes were akin to those of any other school teacher; to plan, set, prepare, conduct classes and assess students. Responses from the group indicated that the current curriculum for second chance schools was outdated and needs to be more flexible in adapting to the individual needs and capabilities of different students.

The group found that current assessment methodologies often misunderstood the entry requirements and certification systems as no standard tools are provided. It was suggested that final exams should instead be carried out by teachers themselves. Further, the group found that methodological guidelines were often not followed by teachers, with no official support from institutions in assuring that guidelines are met.

Participants stated problems in their own conditions of employment, whereby low pay, large workloads, and a lack of benefits were given to staff, who also faced difficult environments and a lack of resources. Despite this, many found the work rewarding and saw second chance programmes as effective tools for disadvantaged youths.

 In **Austria**, the role of second chance teachers and trainers was seen to be “all about awareness raising!” and providing networking and counselling support from external institutions. The group found it important that teachers/trainers provide good role models and broaden the horizons of students through group discussion.

They considered several good aspects of second chance measures, including the provision of specific support, opportunities for participants to complete their qualifications, gain financed vocational orientation, further development and education, and the improvement of students’ self-esteem. However, they also identified weaknesses in unfair treatment of students with a migrant background in apprenticeships, being disadvantaged in finding a job because of the only qualification, and where individuals could not be given adequate and individualised resources necessary to support them.

The focus group saw challenges in finding placements for young women that wear headscarves and for young people with foreign names, highlighting widespread prejudice amongst employers. Occasionally, the group states, cultural differences in behaviour were a hindrance for young people of ethnic minorities and migration backgrounds, who, for



example, may not be used to Austrian manners. Language barriers and religious duties were also considered challenges to integration. Further, young people use these facts as excuses and not legitimate difficulties. Trainers described difficulties in gaining the trust of participants, whilst others found the gender norms of different cultures an interference to the authority of female teachers/trainers. Gender issues were also faced by students, notably young girls absorbed by “marriage stress”. Teachers considered young people from migrant backgrounds as disadvantaged as often they do not possess a sense of belonging. Cultural differences were sometimes considered to be obstacles to work that required relocation, for example, because being away from family would be unthinkable, or because their options were narrowed due to traditional gender norms.



In **Bulgaria**, teachers believed their primary responsibility was to assist the educational, social and cultural integration of children on the move. Teachers stated that special procedures for the integration of these children have not been defined, so teachers use different activities depending on each case. Participants found that often, children require clear explanations of the code and conduct, tasks and mechanisms in, and outside of the school environment. They found the interaction of new students and their fellow classmates challenging, requiring a greater understanding of other cultures and religions. The adaption of children from religious backgrounds was considered particularly challenging. A lack of specific and appropriate methodology was identified by the focus group as a serious problem for educational integration. Language barriers present a particular challenge, where currently there are no obligatory introductory courses. However, the group agreed that the current programme does have strengths in providing socialisation opportunities, fast adaption through immersive contact with local students, and increases awareness, understanding and broadens the horizons of regular students.



The focus group in **Italy** considered the most important aspects of their role to provide children on the move with the ability to gain independence and autonomous learning skills. Initially, language competence was seen as the priority, as well as an understanding of cultural norms and good conduct in their new communities. Good and bad aspects were seen in the current system. Positives included the flexibility of educational approaches, linguistic and social integration of children through school systems, and the early support of students within mainstream education, e.g. language courses. However, the system was considered weak due to the rigidity of assessment, presenting huge challenges for migrant students, who may find it impossible to attain state ordered qualifications.



In **Spain**, the primary duties of second chance teachers was considered the same as that of any regular teacher; to plans, prepare and deliver lessons. However, they also thought that teachers should serve as mentors and advisors, to guide students to find their own life paths. To enable this, trusting relationships between students and teachers need to be constructed, which may be challenging for students with a history of underachievement and early school leaving. Students often present mistrust and passiveness and many have complex family, behavioural and learning difficulties and communication difficulties. Further, teachers stated challenge sin making students understand the worth of education, motivating students to participate in classes and activities, and in getting students to control their own emotions. Many students were seen to present disruptive behaviour.



Working with mixed groups of students

 In **Romania**, participants at the focus group mentioned the need to work more, and in different ways, with students who were progressing less quickly. Currently, teachers use standard teaching practices which are adapted to the skill sets of students and focused on subjects relevant and interesting to students. Mixed group work was considered popular amongst students, and encouraged as it encourages peer and student-teacher interaction, building trust and enabling a mutual understanding of individual situations.

Participants reported difficulties in working with 13-14 year olds as they could be disruptive, and with minors from unsettled families, particularly 'left behind' children.

The group felt that an understanding of individual student motivations is important if it is to be maintained, and so avoid early school leaving. Common causes for dropping out of school include a lack of interest or motivation, a lack of parent involvement, role models and an absence of personal goals and plans.

 In **Austria**, the group agreed that explicit discussions about cultural diversity within mixed groups of students are effective in the context of facilitating good communication and encouraging interaction and exchange. They found that students were understanding and supportive concerning sensitive gender issues, for example where young women from conservative backgrounds wished to try a technical profession. Trainers have previously organized anti-discrimination workshops for themselves and students. As regards learning styles of students, educators not apply formal methods to find it out, but follow their intuition, which mix of methods would be appropriate for their learning group.

 The focus group in **Bulgaria** found that patience was essential in working with heterogenous groups of students. They stated that they were constantly trying to find common ground amongst students, to foster a sense of belonging as a team. Often, students required preparatory classes, for which high achieving students are occasionally asked to help, which was considered effective, especially in mixed-ability groups. Values of equality, mutual respect, and team work are weaved into learning activities, which are adapted to students' specific needs and background. Role plays and mind maps helped students to improve their language skills and adapt to the new environment. Further, teachers closely



monitor the progress of children on the move, offering individual meetings and extra tuition where problems arise.

 Language barriers were also considered the main problem for teaching mixed groups of students by the focus group in **Italy**, not just for educational, but also social integration. They thought the presence of a linguistic and cultural mediator would be essential for successful early intervention. The group warned that mixed groups can be unstable, and cultural misunderstandings pose a challenge to the cohesion of the class. To counter this, the group suggested that teachings should also develop interpersonal skills and an awareness of cultural and religious diversity.

 The focus group in **Spain** voiced difficulties for teachers of mixed classes of students, despite the fact that this offered both students and teachers an enriching experience. Mostly, difficulties arose in relation to a lack of resources possessed by teachers in responding to students' problems. Language barriers were, again, considered an obstacle to learning. Teachers discussed the keenness of student to learn Spanish, with many conversing in Spanish even to children of the same migrant backgrounds. However, this was occasionally a sign that students were ashamed of their heritage, wanted to blend in and lacked self-esteem. Others in the group voiced difficulties in teaching diverse groups as students had very different needs, and suggested a more individualized approach with personal goals set for each student. One participant raised concerns about the exclusion of children from migrant backgrounds. Another claimed a programme in which students were made to undertake voluntary services had visible effects in improving relations between diverse sets of students. The group agreed that intercultural exchanges amongst students offered a good learning experience for students.



The Professional Development of Teachers

 In **Romania**, the focus group felt that teacher trainings were scarce (approximately 3-5 opportunities bi-annually) and could not identify any specialized training programmes targeting second chance students, nor any specialized skills to be improved. They considered communication skills, a grasp on interactive methods of learning, planning skills and the ability to adapt methodologies to the needs of their students, the most important competencies for their job.

Participants agreed that there is a lack of specialists in the field of second chance education, and felt the need to be empowered and heard in order for second chance methodologies to be improved and so effectively implemented on target groups.

 In **Austria**, the focus group did not identify any specific professional development programmes for educators. They identified the understanding of different cultures as the main specific skill needed to work with the target group as they also identified several specific trainings necessary to effectively do the job. These included case-work training, 'German as a foreign language' teacher-training, individual coaching and supervision for the professionalization of trainers, and training on how to train others' learning competences.

 In **Bulgaria**, the focus group identified few training programmes for teachers working with specific type of students such as children on the move. They stated that although frequent trainings non professionalism, working with cultural and religious diversity, innovative learning resources, communication and motivation were offered, these trainings are not compulsory and so many teachers have not attended any training so there is great inconsistency in teachers' capabilities.

 According to the focus group in **Italy**, key skills for educators of children on the move were seen to be: an ability to mediate; patience; an ability to listen; knowledge of the country and its culture; an interest in understanding the cultures and histories of the people they work with; problem solving; creativity; flexibility. Most participants stated that these skills were developed informally, through practice, as no official training was identified for working with people on the move.



However, formal qualifications are enforced for language teachers, who should possess a degree in *Italiano L2* (Italian as Second Language). Following this, teachers may also train for a DITALS certificate at universities for and private courses. It is also possible to obtain a Master degree in *Didattica dell'Italiano L2* (Teaching of Italian as Second Language). Nonetheless, participants considered these training courses too theoretically, with little in the way of practical activities, and overlooking social and cultural support needed by students of migrant backgrounds and mixed groups.



The focus group in **Spain** stated that although many training courses are on offer for teachers, few on these specifically focus on children on the move. They said that many of these courses focus on improving educational capacities of children whilst children on the move and early school leavers require training for a slightly different set of skills, namely pedagogical and vocational. Participants considered the most important skills for teachers of children on the move to be: an ability to motivate students to learn, to generate a trusting relationships between staff and students, the ability to enhance students' self-confidence, an ability to encourage student participation and enable accepting attitudes among pupils.



New Learning Methodologies for the Inclusion of Children on the Move

 In **Romania**, the focus group suggested the creation of a specific classroom for second chance students, with a resource room containing creative learning equipment, so that students could create a welcoming environment and foster a sense of belonging. They also suggested that teachers could create their own interactive learning materials, to make learning more pleasant and easier.

The group found that new methodologies should be simple, with few learning objectives and subjects, in order to cover as much ground as possible. They found that learning from real life situations and personal needs would be most effective, so that students felt comfortable to express their own opinions and participate in discussions. They found that teachers were supportive in helping students pursue their ‘dream job’ but were let down by a limited curriculum which focused on only vocational topics (e.g. construction, technicians etc.). It was suggested that internships offered to students may allow them to try out different roles and so refine their career choices.

Teachers proposed that new methodologies should build other skill sets, such as emotional and social development, provide students with a greater awareness of their rights and obligations, offer role models and the opportunity to be role models themselves.

 In **Austria**, the focus group discussed in particular the differences between integration and inclusion and to what extent these concepts are implemented or not in the actual educational system in Austria. It was stated that the fact that those affected by migration are often perceived and treated disadvantageous shows that there is still a lot to do on the way to inclusion. Also the inclusive idea – diversity as enrichment - should not be limited to school and education but should be implemented in the whole society and on the labour market. A stronger focus on language skills and an extension of socio-pedagogic support were suggested to be appropriate means of a first step to improve the learning existing environments.

 In **Bulgaria**, teachers stated that an ideal learning environment would offer children a welcoming and suitable environment for fast and easy socio-cultural adaption and integration, of all students no matter their nationality, religion, level of education and etc. They stressed the need for contact with psychologists and school counselors on a regular



basis and some participants thought interactive e-books could assist children's adaption. Team work should be encouraged to foster equal opportunities for all students for free expression and mutual respect. It was agreed that learning should primarily be practical and interactive.

 In **Italy**, the most important skill to be developed by teachers of children on the move was a greater capacity to understand individual needs of students to match learning methodologies accordingly. Informal activities were seen as one of the best methods for overcoming language barriers, integrating, involving and motivating students. The group gave the example of Centro Astalli, where games and recreational activities are organized for children who complete their homework. These games can be a way to teach them to respect rules and to socialize. Another approach mentioned, used in Centro Astalli, is peer education whereby older students help younger ones with their studies and skill development.

Italian teachers described the difficulties faced by migrant children in adapting to traditional teaching methods in public schools. The Italian school system is mainly based on written tests, while many migrants are used to a more oral approach. Learning methodologies should help children on the move to adapt to different educational styles. External centres are key to this, practiced at Ubuntu, an external centre helping migrant students to adapt to Italian schools, where educators keep close contact with schools to identify difficulties and strategies for overcoming these. Some interviewees found that councillors may help with integrational processes, by gaining a greater understanding of children's needs to make intervention by educators more effective.

 In **Spain**, many of the participants were unsure of what was meant by the concept of 'inclusive learning environments', though some informants made suggestions to enable methodologies that could: improve the participation of students; ensure that no child is overlooked; reduce competitiveness in schools; enable all pupils to feel safe and important in the school community; and to ensure all students have a close and trusting relationship with staff. Further, they stated that collaboration should be encouraged, and various teaching methods should be practiced to meet the different learning needs and styles of students. Alternative assessment measures should be included in this. Schools should practice sensitive and open attitudes towards different cultures and religions including an awareness to gender and race. Participants voiced concerns about many students who come from difficult backgrounds, and so stressed that methods of teaching which encourage self-confidence,



assertiveness, empathy and trust were crucial to school experiences. Flexible, peer-learning, active and practical learning styles were considered effective for teaching underachieving students and children on the move.



Conclusions of focus groups

 Teachers in **Romania** expressed both positive and negative aspects of current practice in second chance education, and asked to be consulted in order to bring about improvements in the current methodology. They outlined that guidance and tools need to be provided in order to introduce more innovative methods to existing programmes. The focus group showed great interest in training programmes to improve and gain new skills.

The focus group considered it most effective that the role of teachers be focused on providing guidance and practical information to students. They felt that 'inclusion' should entail a creative educational space, open to everybody to offer simple and effective learning opportunities for students.

 In **Austria**, teachers concluded that working with target groups for second chance education is very challenging as individual problems often overshadow educational requirements. In all, the focus group participants perceive their actual work as effective and valuable, though they see the need to invest even more time and resources into every course participant. The most pressing and attractive further education need mentioned concerned a greater understanding of different cultures, qualification on teaching German as a foreign language and enrichment of the existing arsenal of tools and methods to support the learners' learning competences. Besides these further education offers trainers wished to receive more coaching or supervision support themselves in order to foster professionalization.

 In **Bulgaria**, a lack of resources and methodologies specific for children on the move was considered the central issue affecting educational integration. Language barriers were seen as the greatest problem affecting children on the move in educational systems. A lack of mandatory trainings for teachers was seen as a key weakness, whereby no supervision from national or local authorities left integrational processes in the hands of headmasters and school teachers who may be underqualified. Teachers were also seen as ill-equipped to deal with the emotional and social difficulties faced by children on the move. Collaboration amongst students was considered a positive aspect of the Bulgarian school system.



 In **Italy**, the focus group concluded that there is a clear need to develop a more inclusive learning environment and innovative methodologies to involve children on the move in the learning process. Language barriers and cultural differences were considered the greatest obstacles faced by children on the move. Independence of children should be encouraged in educational activities. Language courses were seen as crucial in filling the gaps left by mainstream education, and many participants thought that the traditional Italian education system is too rigid to meet the needs of migrant students.

 The focus group in **Spain** concluded that working with early school leavers and children on the move requires a great deal of effort from teachers, especially considering that students often come from socially and economically disadvantaged backgrounds and/or dysfunctional families and carry along long-term problems that go beyond their school achievement. Challenges are posed by the heterogeneous nature of classes in second chance schools, and better methods are needed to deal with diverse groups of students which can pay attention to their particular individual needs. Participants said they would be very interested in any training courses to improve this. Unexpectedly, many participants were confused by the concept of ‘inclusive learning’, which should be clearly defined and built upon in the future.



Recommendations for further development



Based on these group discussions, in **Romania**, several recommendations can be made:

- ///R The development of simple learning methodology with few learning objectives.
- ///R Methodology should be based on real life situations and personal needs, to maintain student motivations
- ///R Teachers need to support students to build life plans, set personal goals, and find role models.
- ///R Methodology should facilitate the personal development of both students and teachers
- ///R Teachers need to motivate and empower students to express their own opinions and understand their own rights and obligations in order to make good choices in the future
- ///R Teaching methods should be diverse, including oral methods (storytelling, conversations etc.), visual elements (especially using ICT), kinesthetic elements, and group work

Aspects to consider included:

- ///R Strengthening activity and interaction between teacher and students and between students themselves (especially in mixed groups)
- ///R Building empathy so that teachers can understand the experiences of students
- ///R Increasing understandings of migration and its effects on children's status and needs
- ///R Increasing understandings of parents' lack of involvement and its effects on children
- ///R Increasing understandings of social inclusion / child protection issues
- ///R Increasing understandings of language barriers and cultural differences
- ///R Understandings of cultural diversity (focus on Roma ethnicity, traditions)
- ///R Increasing understandings of discrimination and its effects
- ///R Development of communication skills



- ///R Understanding learning needs and assessing learning styles
- ///R Supporting the identification of specific skills of students
- ///R Supporting the identification of individual student motivations
- ///R Considering the involvement of parents in some activities



In Bulgaria, the focus group made the following recommendations:

- ///R To promote active work with parents of children at risk
- ///R To provide a concrete methodology for educational and cultural inclusion of children on the move
- ///R To provide practical advice on how to cope with difficult situations
- ///R To promote active support for language training
- ///R To provide more training for staff who work with children on the move, focusing on pastoral care
- ///R To provide tools to identify problems early on, and so prevent early school leaving
- ///R To provide interactive teaching materials for teachers in order to increase the efficiency of learning
- ///R To provide advice and instruction concerning the assistance of children with family problems that may influence their development (especially when working with refugees and children from ethnic minorities)



In Italy, interviewees made the recommendation for:

- ///R Flexible approaches for dealing with children on the move
- ///R Informal methodologies to foster motivation
- ///R Providing educators and children on the move with better capabilities to create an inclusive learning environment
- ///R A greater understanding of other cultures amongst trainers
- ///R Knowledge of informal learning methodologies
- ///R The development of trainers' practical skills in approaching children on the move and helping them with any difficulties



///R External support and counseling for children

///R A greater focus on pastoral care



The focus group in **Spain** recommended a focus on:

///R pedagogical support technics designed for the specific emotional distress that children on the move are likely to face

///R development of methods to work on the social skills

///R motivation training for students with history of school failure



Findings from online questionnaires

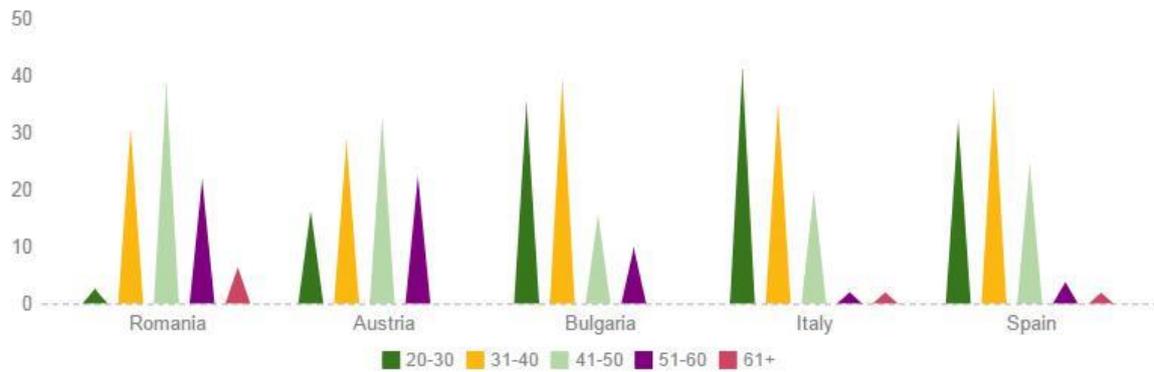
Online questionnaires were completed by 282 educators and specialists in second chance education programmes in all five partner countries. These questionnaires asked respondents about their own background and involvement in second chance education programmes and the profile of beneficiaries of integrational education schemes in each country. Respondents were then asked sets of questions to explore perceived needs of children and young people on the move and with a migrant background, the skills and competences that need to be developed by students, effective methodologies that teachers would like to know more about, and skills to develop and areas to focus on in trainings for those involved in second chance programmes.

Profiles of respondents and beneficiaries

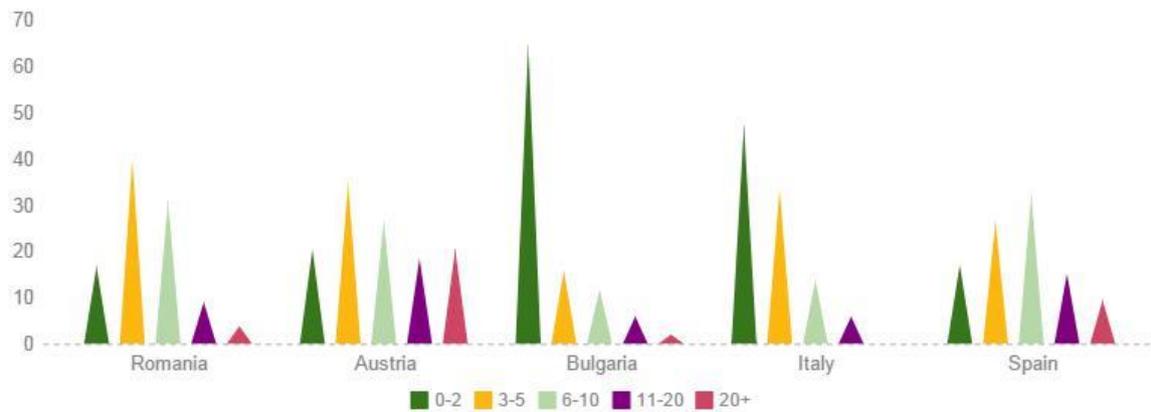
In all partner countries, the majority of respondents were aged 20-40, with 5 or less years of experience in second chance programmes. Although respondents in Bulgaria and Italy tended to be younger and less experienced than those in Romania, Austria and Spain.



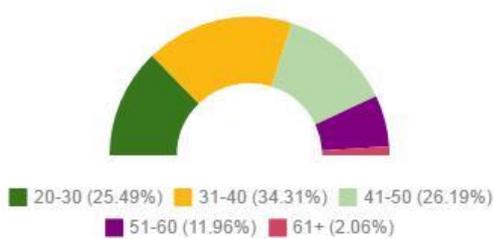
Age of Respondents



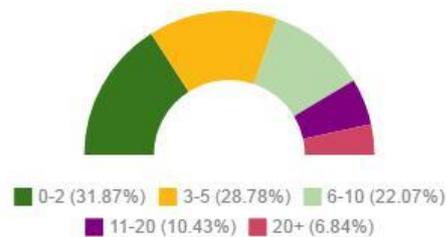
Years of respondents' experience in second chance programmes



Average age of respondents in all countries



Average years of experience in second chance programmes for respondents in all countries





In **Romania**, the online survey was filled in by mostly teachers of second chance programmes with 3-10 years of experience, from high schools and secondary schools from urban and rural areas. Most of the 78 respondents were aged between 31-60.



In **Austria**, the 49 respondents were mostly trainers, coaches and teachers from a mix of institutions including apprenticeship organisations, specialised migrant services, youth projects and adult education services. Most had over 3 years experience in second chance education, and were 31 years old or older.



In **Bulgaria**, of the 51 respondents, 46 were teachers in both formal and informal institutions. There were also psychologists and a consultant. Most came from high schools or elementary schools, whilst there were also respondents from foster homes, NGOs, universities and alternative education centres. 64% of respondents had between 0-2 years in second chance programmes, and many were under 30.



In **Italy**, again, most responses came from teachers, though the group also included volunteers, youth workers, project managers and specialists, 51 in total. They tended to be involved in specialist educational programmes outside of formal school, including language courses, EU projects, activity centres and vocational education. A large proportion had under 3 years experience in second chance programmes, and the largest age group were under 30.



In **Spain**, there were 53 responses from teachers, social workers, counsellors and directors, mostly from vocational and professional training centres. Most had 3 or more years experience in second chance programmes.

In all countries, the majority of beneficiaries were teenagers and young adults, from 13-24, though there was some variation between countries. Beneficiaries in Bulgaria tended to be much younger, with the majority in the 7-12 age bracket. Romania and Italy indicated a higher percentage of those aged 19 or over using second chance services. Respondents in Spain did not provide information concerning the age of beneficiaries.



The results of the online questionnaire indicated wide variation, as well as some similarities between beneficiaries in different partner countries.



In **Romania**, the respondents are working mostly with adults over 24 years old, but also with young adults and minors between 13-18.



In **Austria**, most beneficiaries of the training programmes the respondents are involved are over 12 years old, with many young adults above 18 years.



In **Bulgaria**, those using second chance programmes were much younger, with over 90% of beneficiaries aged under 18, of whom the majority were aged between 7-12.



In **Italy**, the majority of respondents work with immigrants (74,5%) and asylum seekers (51%). A large part of them work with refugees (41,2%). Over a quarter of beneficiaries are under 12 years old, though the majority are teenagers and young adults.

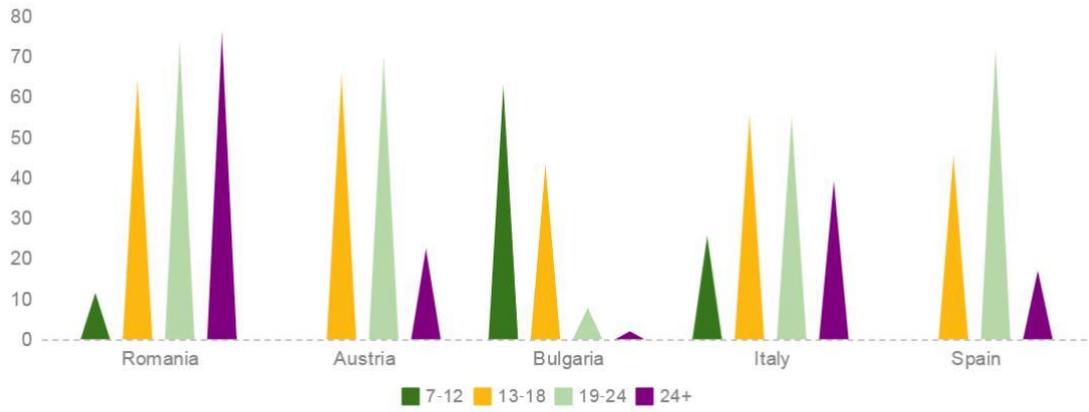


In **Spain**, almost half of respondents reported working with immigrants, though the majority of beneficiaries were minors with special educational needs and early school leavers.

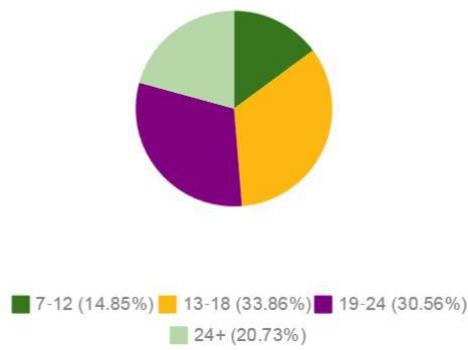
All countries indicated a high percentage of those using second chance education services came from dysfunctional families (with the exception of Italy). Excluding Romania and Bulgaria, who indicated high percentages of Roma and ethnic minorities in second chance programmes, partner countries indicated a large share of service use by immigrants. Romania and Bulgaria indicated that many second chance pupils had parents working abroad, and informants from Romania and Austria indicated that a large percentage of service users were early school leavers. The questionnaire results from Italy show that many service users are refugees or asylum seekers. All countries indicated a great proportion of students with special educational needs.



Age of beneficiaries

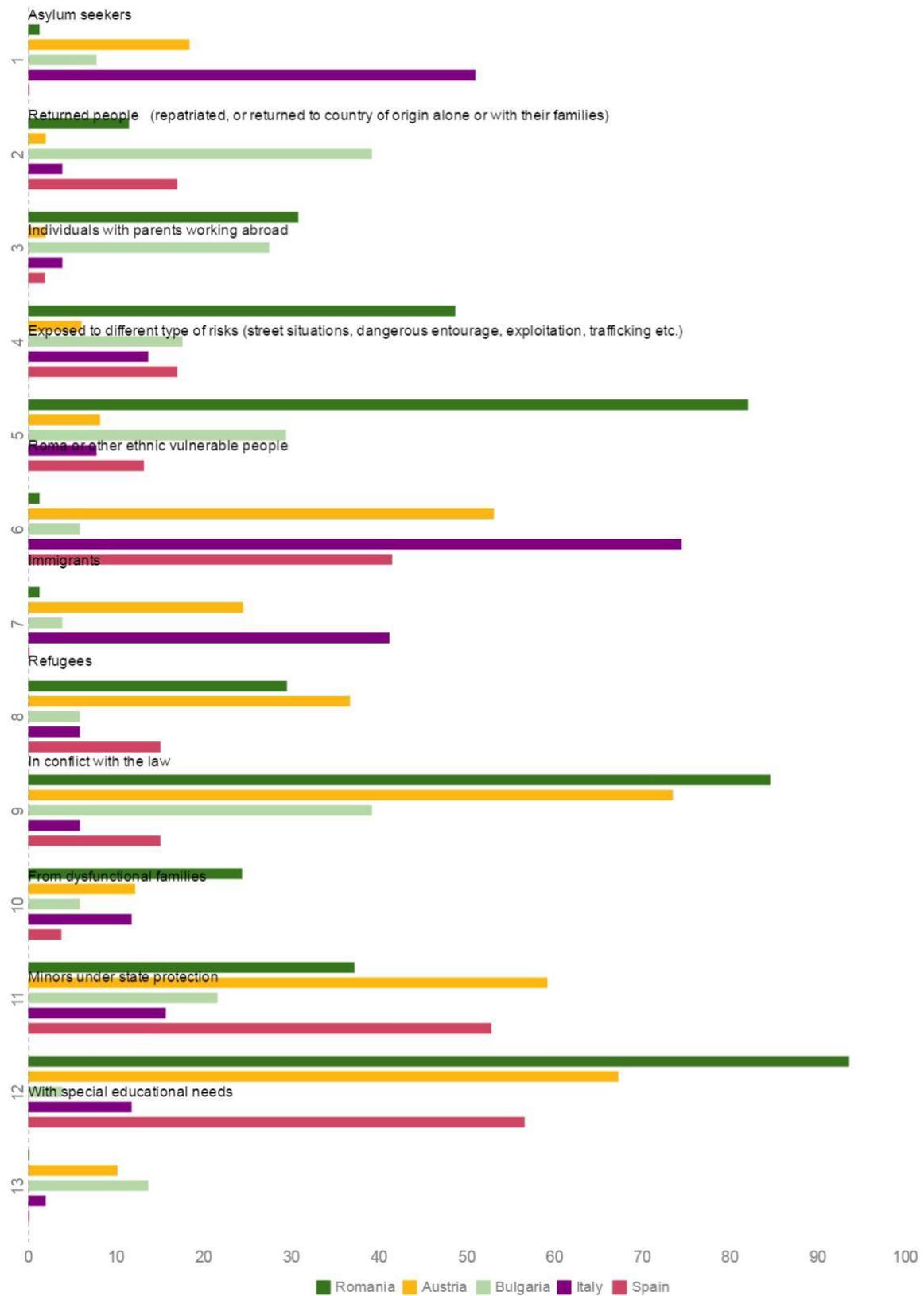


Average age of beneficiaries for all countries



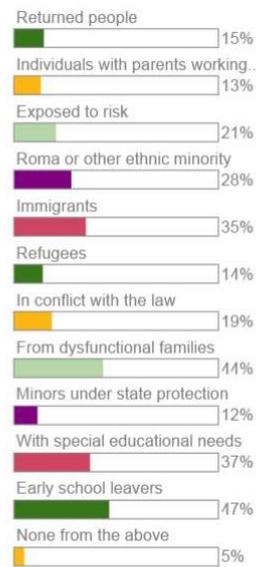


Profile of beneficiaries





Average profile of beneficiaries in all countries





What improvements are needed when working with students with migrant background?

Respondents were posed a set of changes to be made to integrational education programmes, for which they were asked to indicate the key/most important aspects .

 In **Romania**, educators agreed that many or very many changes were needed to the current capabilities of second chance students. The aspects that participants thought needed the most changes for improvement included learning styles, skills and abilities of students, accomplishment of, organization for and attitudes of students towards tasks, compliance, interaction with classmates, teachers and outside of class, and emotional management, mood and self-esteem.

 In **Austria**, respondents also saw a lot of room for improvement in all areas. They thought that most changes were necessary in task based abilities. These included the skills and abilities of students, learning styles, students' attitudes towards and execution and delivery of tasks, compliance of students and ability to make career plans. There was also a focus on changes to be made to psychological aspects of integrational education, including students' mood, ability to express emotions and self-esteem. Generally, teachers/trainers considered less changes necessary for the interaction of students with teachers, but saw much room for improvement concerning students' interaction with other classmates and friends outside of school. Austrian respondents also saw room for changes concerning students' responses to rewards and punishment.

 Respondents in **Bulgaria** saw the most changes needed to second chance programmes. Most respondents asked for very many changes in all areas. These focused on students' performance, particularly learning styles, skills and abilities, knowledge, organization, delivery and execution of tasks and student attitudes. Pastoral aspects were important, particularly self-esteem and the expression of emotions.

 In **Italy**, responses were more mixed concerning changes, though respondents saw room for change in all aspects of integrational education programmes. Most participants thought that changes could be made to the mood and attitude of respondents. Educators involved in the survey thought that most changes were needed for students' interaction with other classmates.

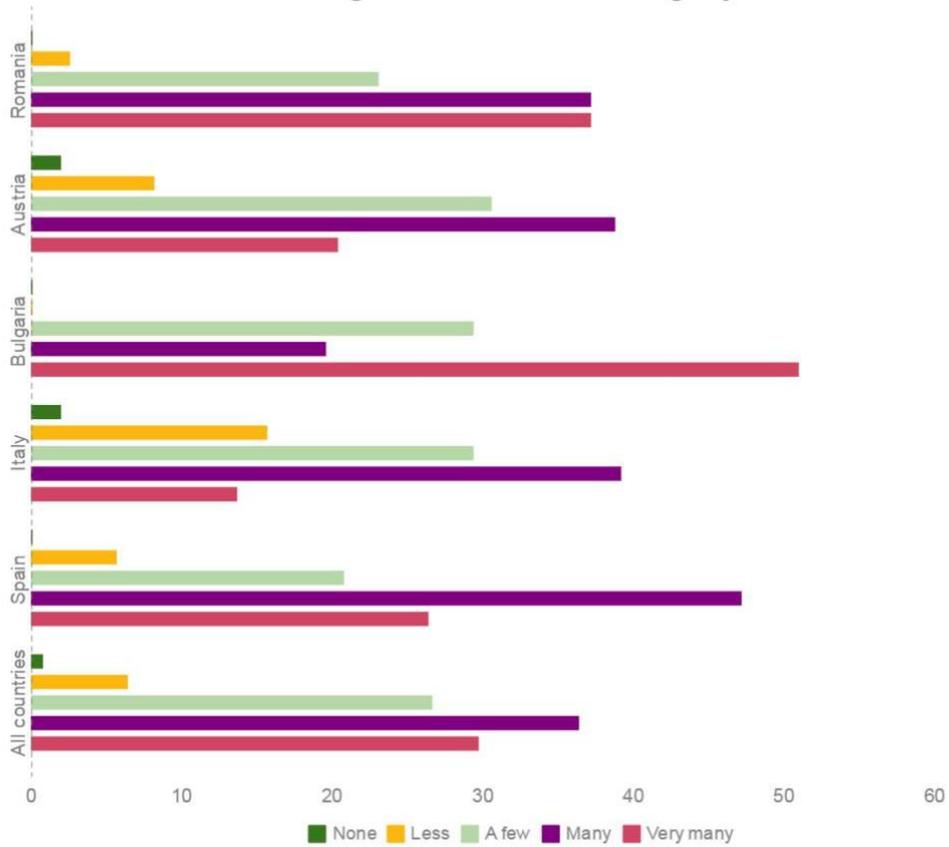


In **Spain**, respondents saw less changes to pastoral aspects of integrational education processes necessary, in comparison with the other countries. Educators indicated that most changes were needed in building the abilities of students to make career paths and life plans for themselves. Linked to this, they also saw room for improvement in building students' skills and learning styles, including the way students approach tasks.

In all countries, it was considered that more rather than less, changes should be made to all aspects of integrational education programmes in order to improve second chance programmes in addressing the needs of students with migrant backgrounds.

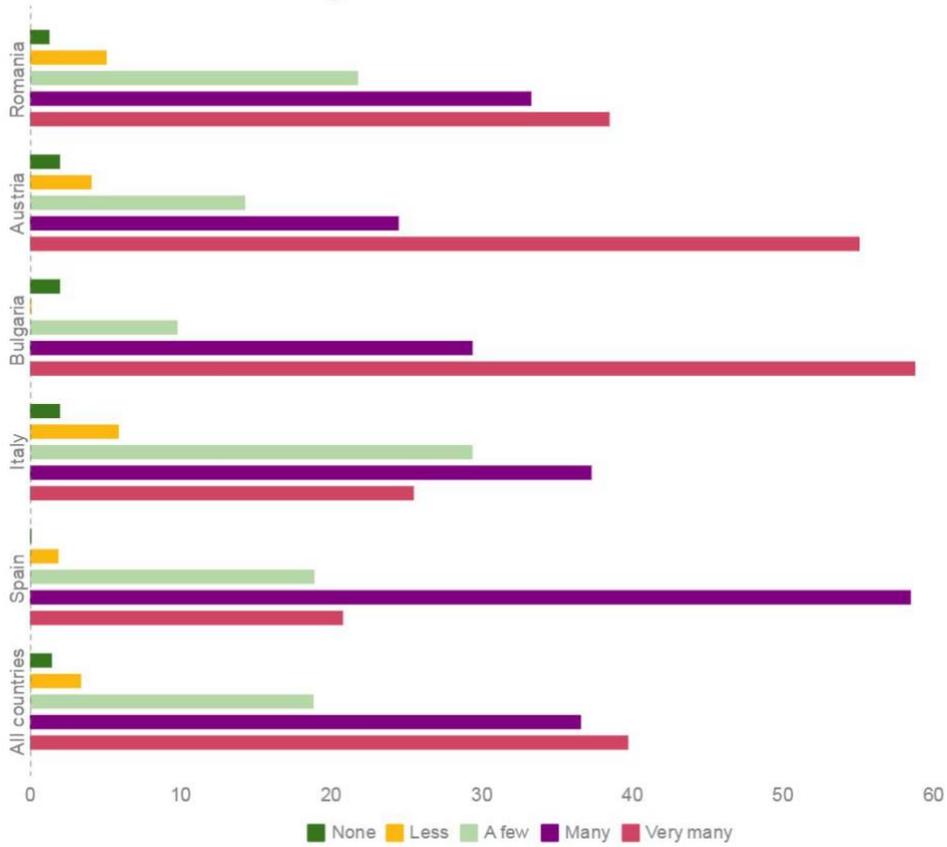


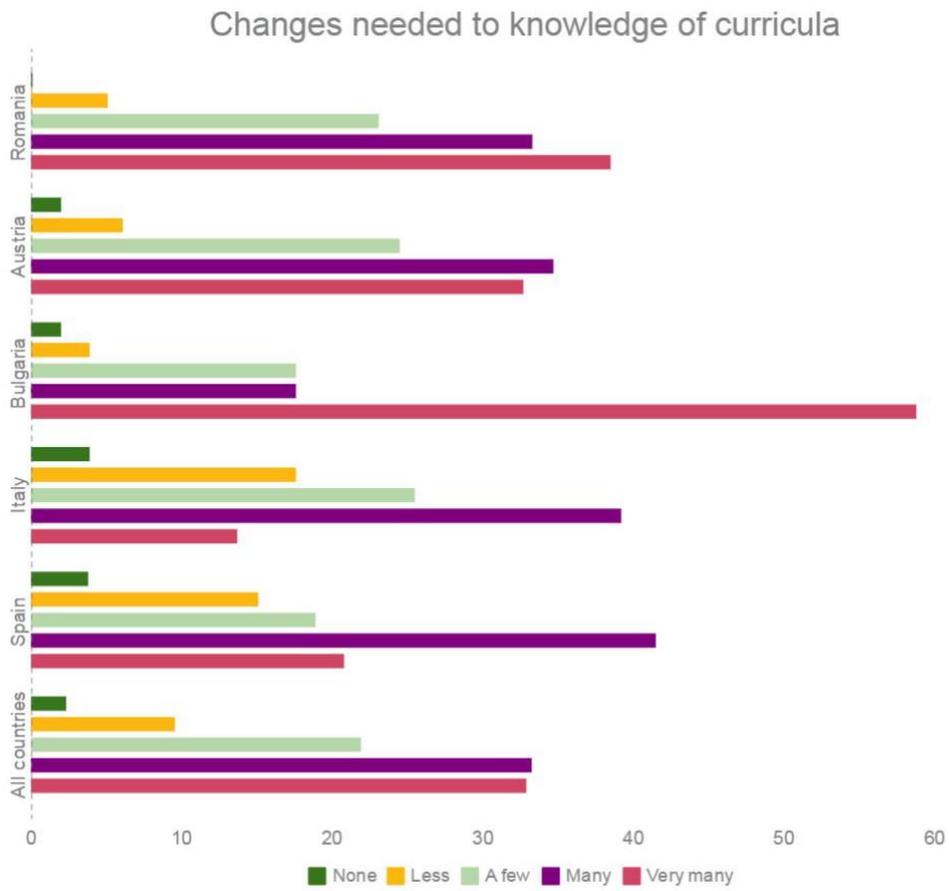
Changes needed to learning styles





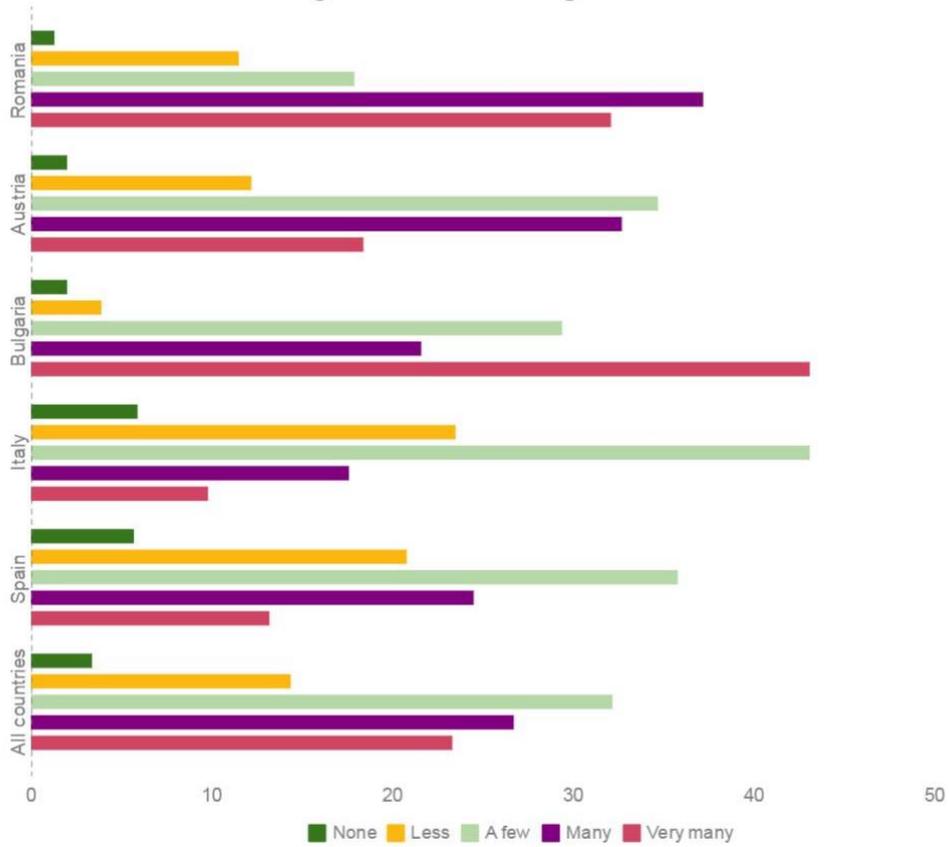
Changes needed to skills and abilities





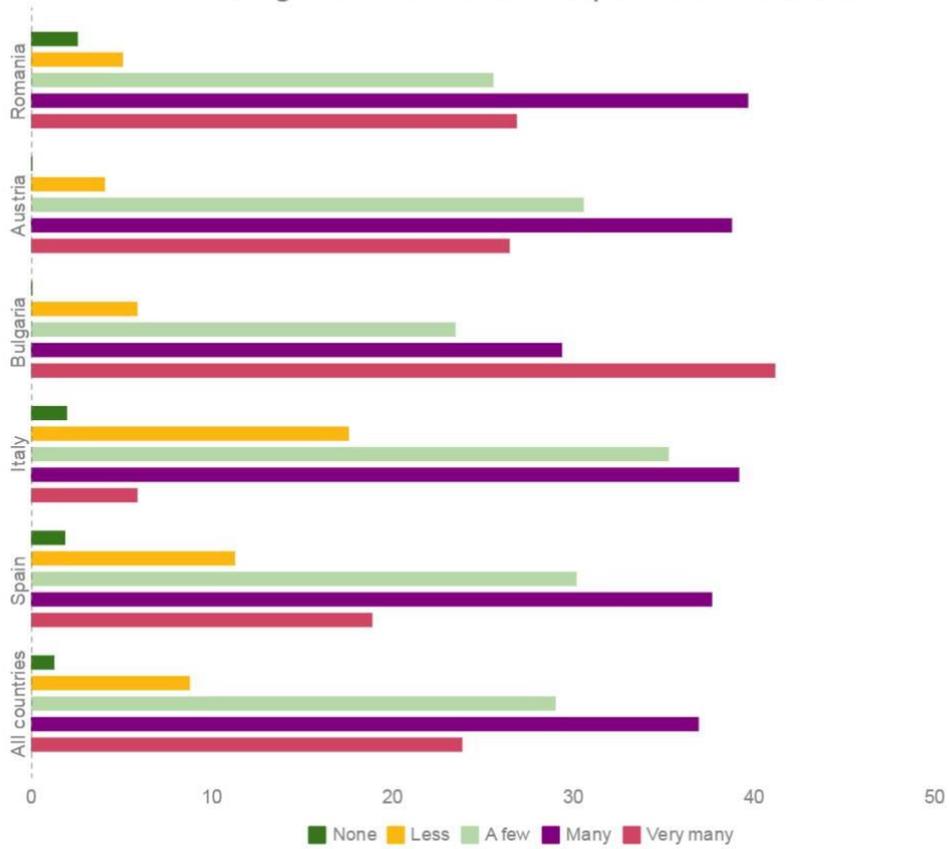


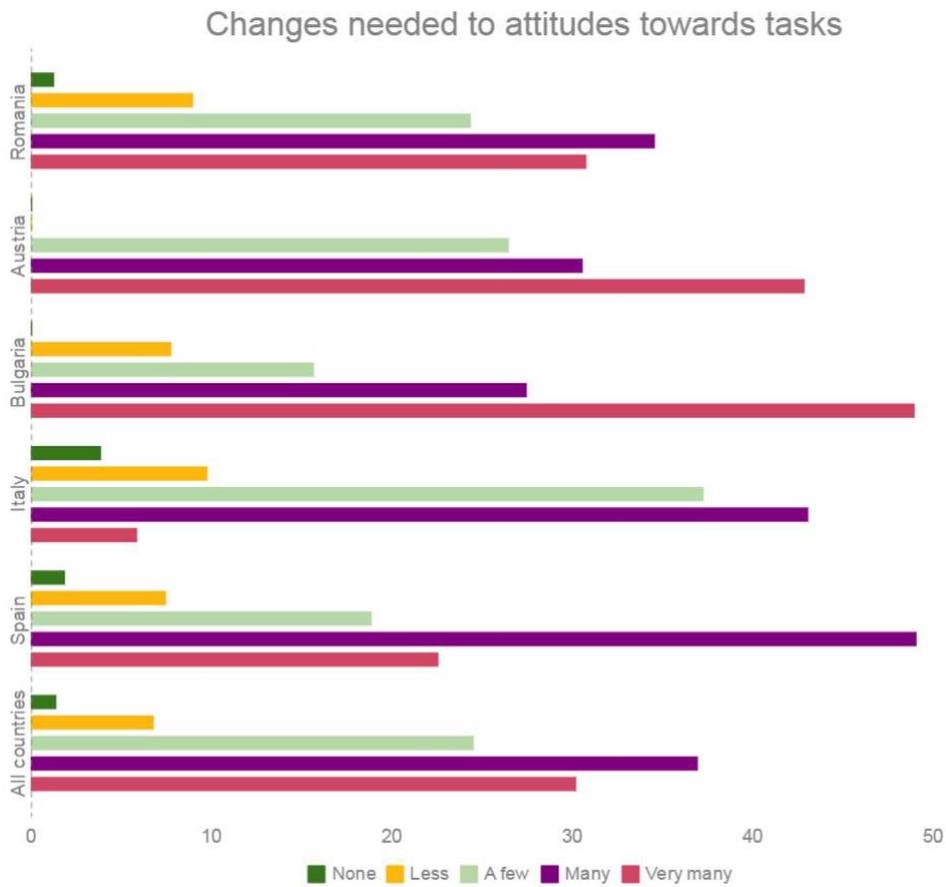
Changes needed to organisational skills





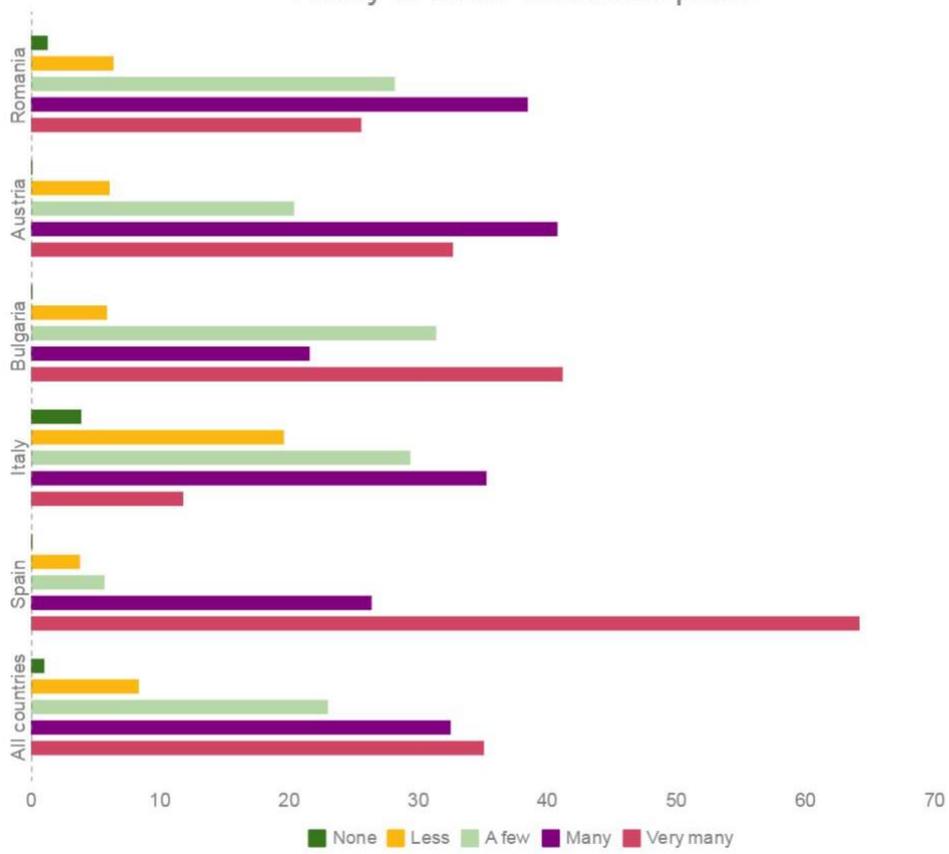
Changes needed to accomplishment of tasks

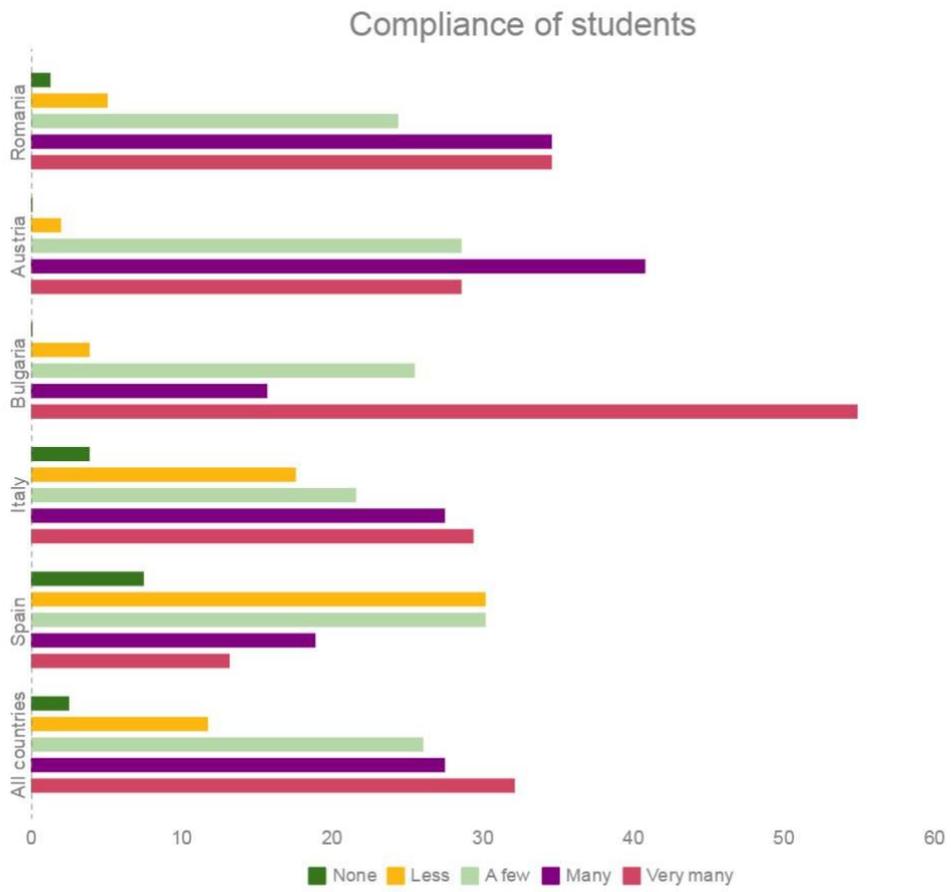


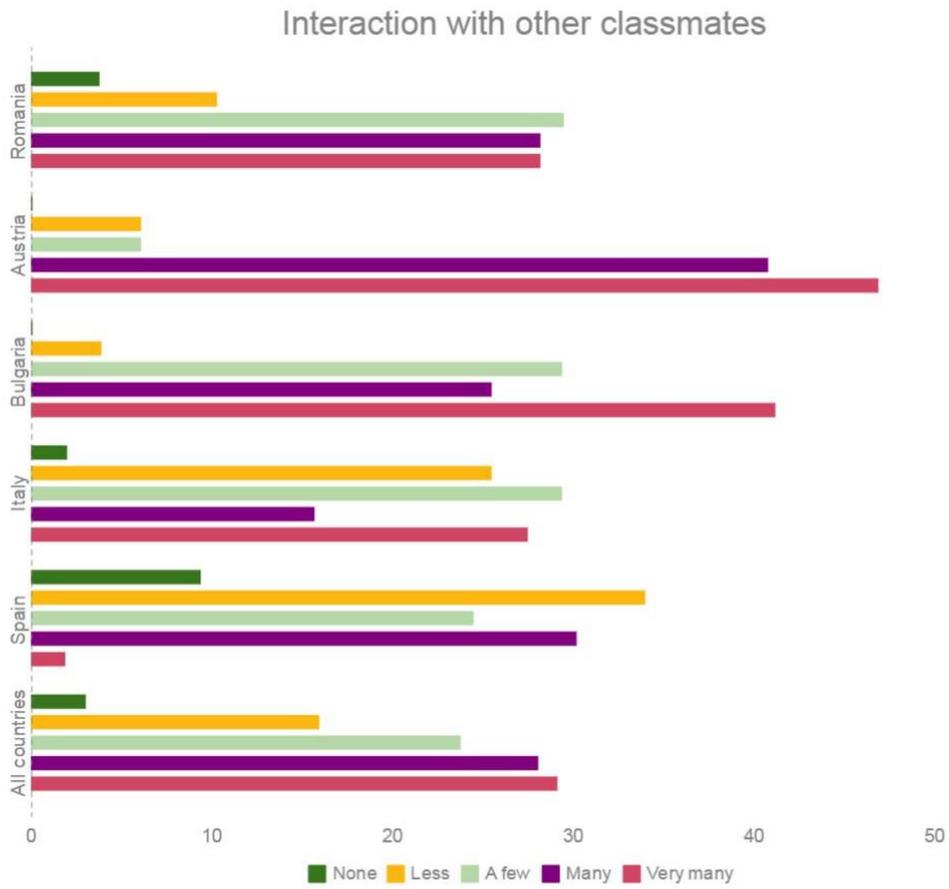




Ability to make career/life plans

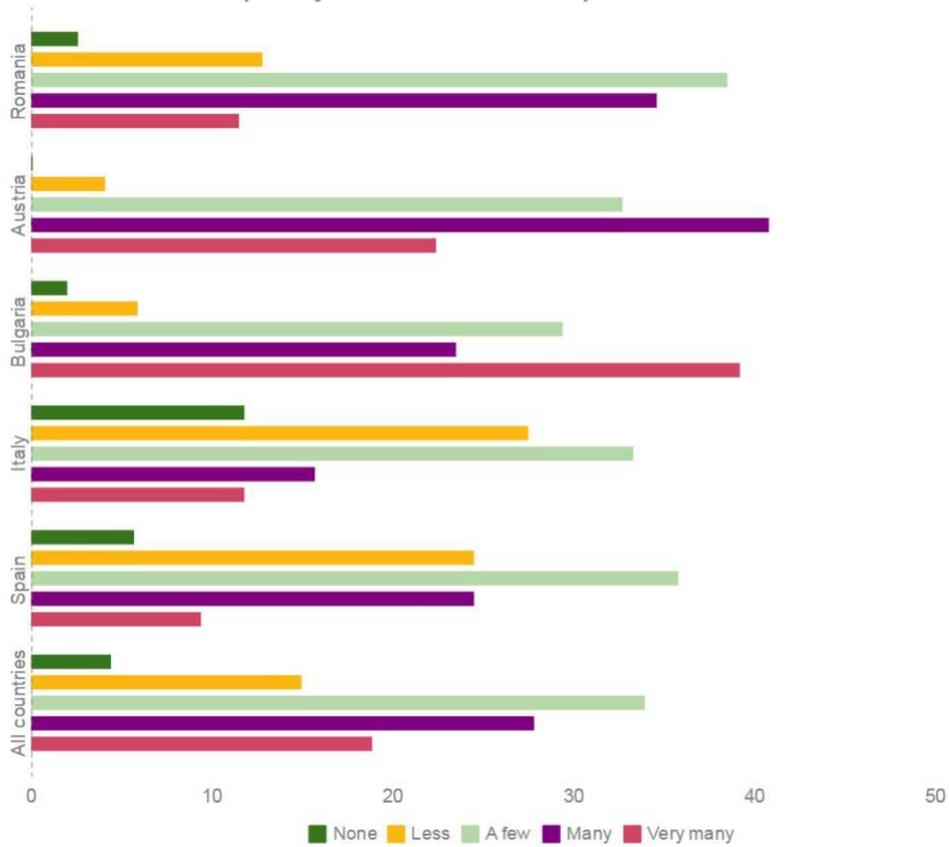






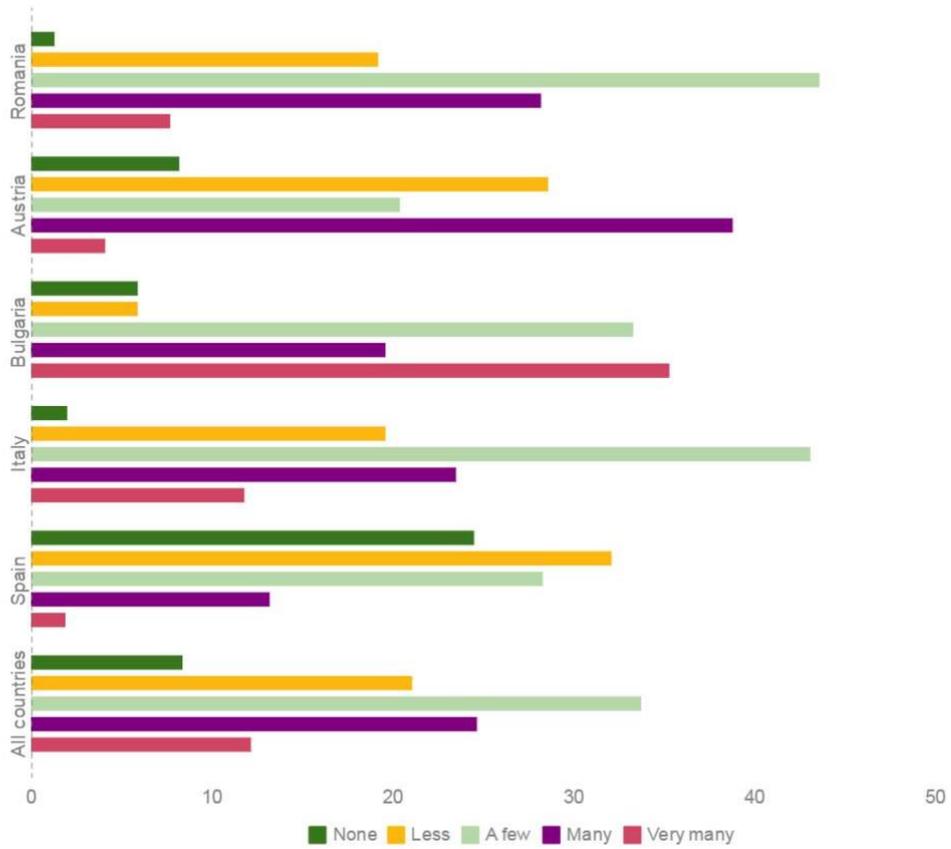


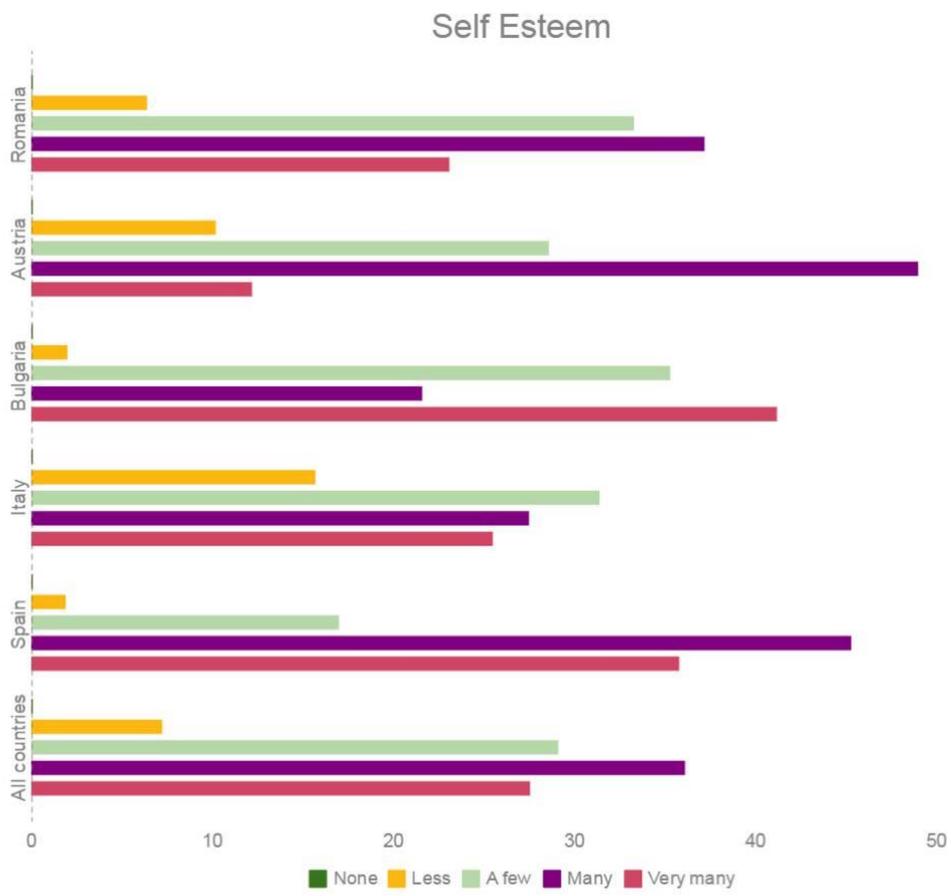
Capacity to build friendships outside of class

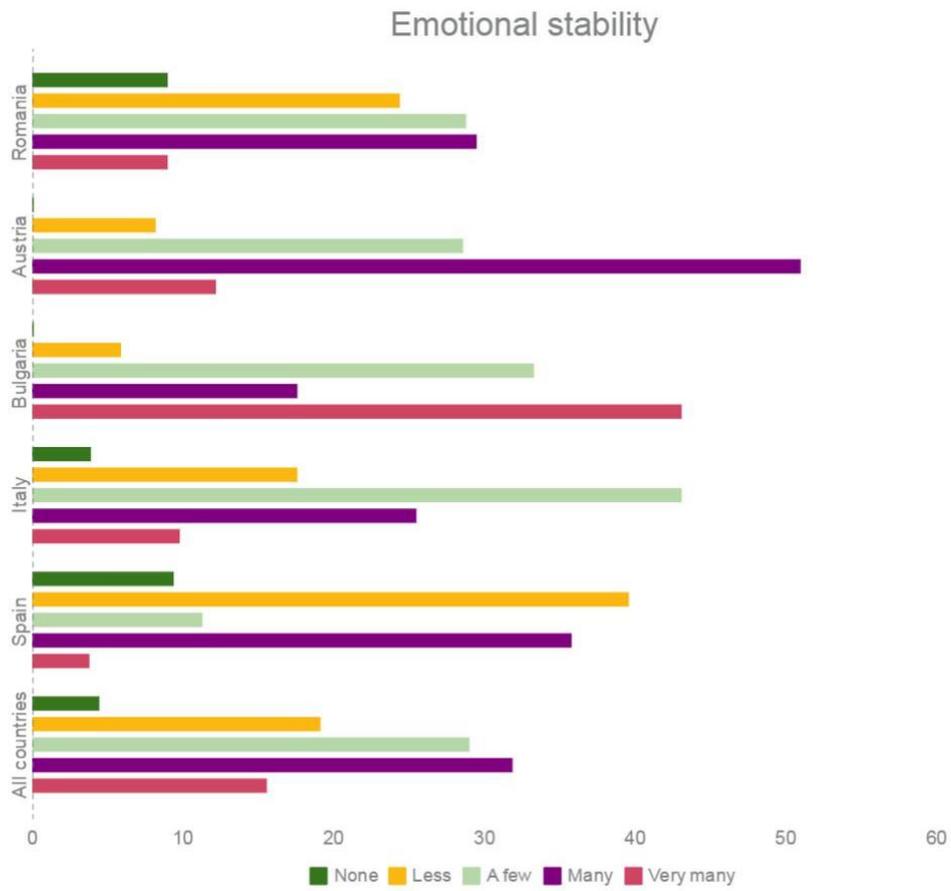


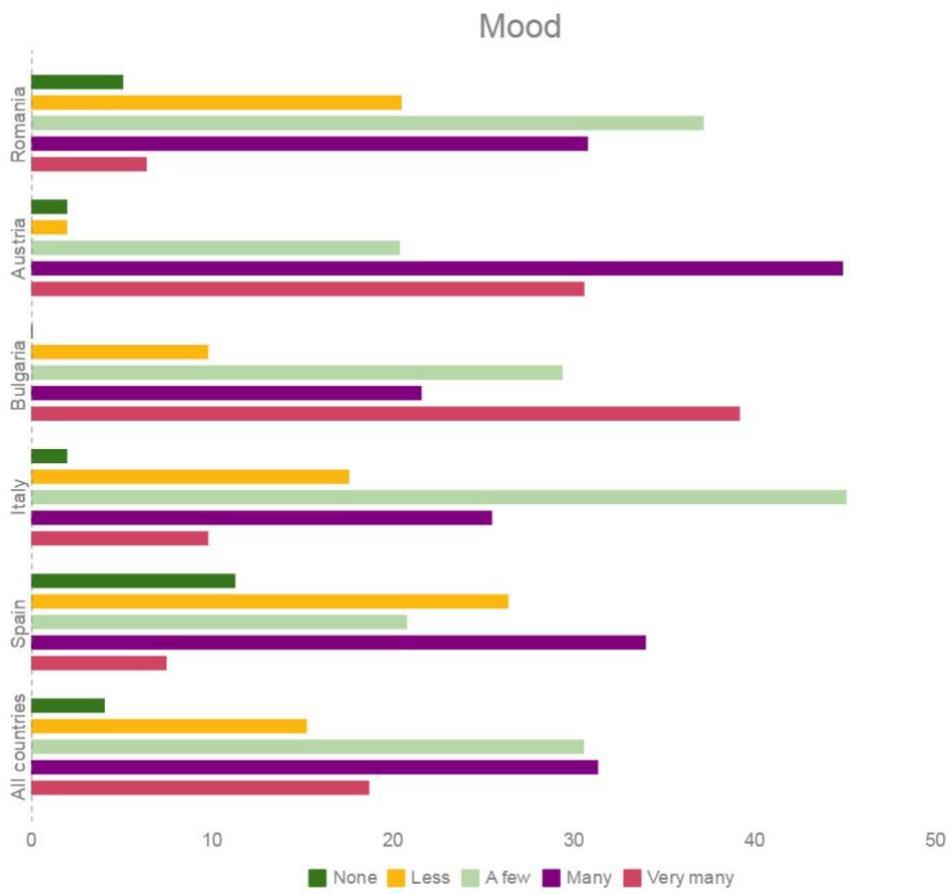


Interaction with teachers



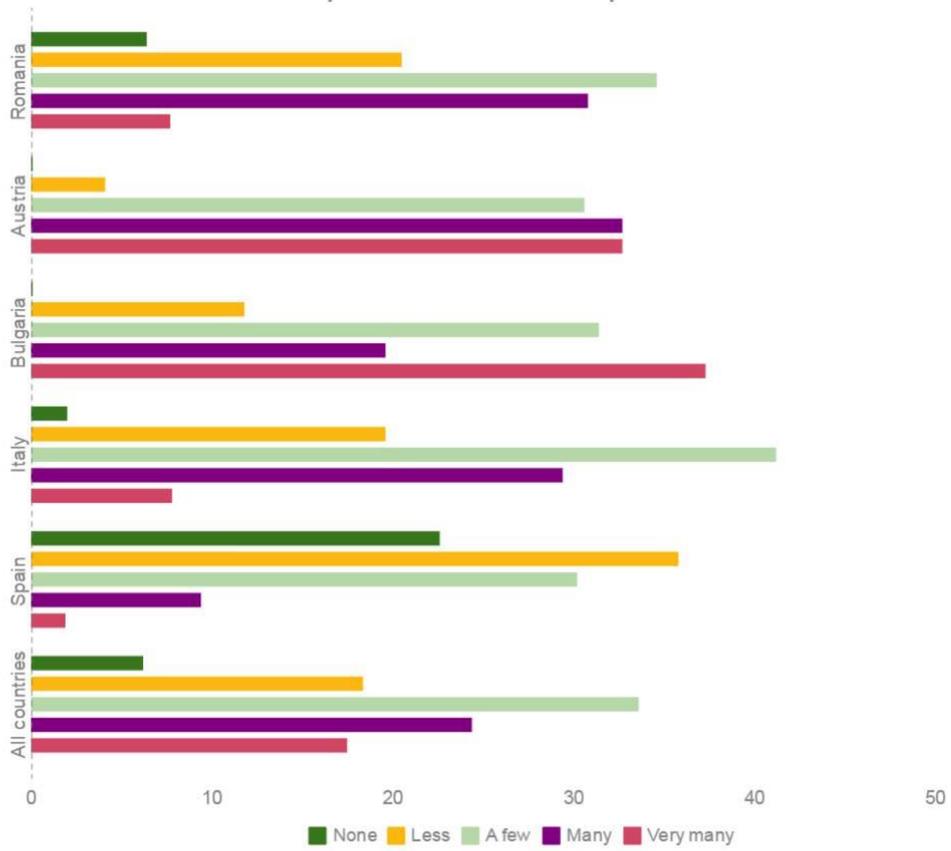


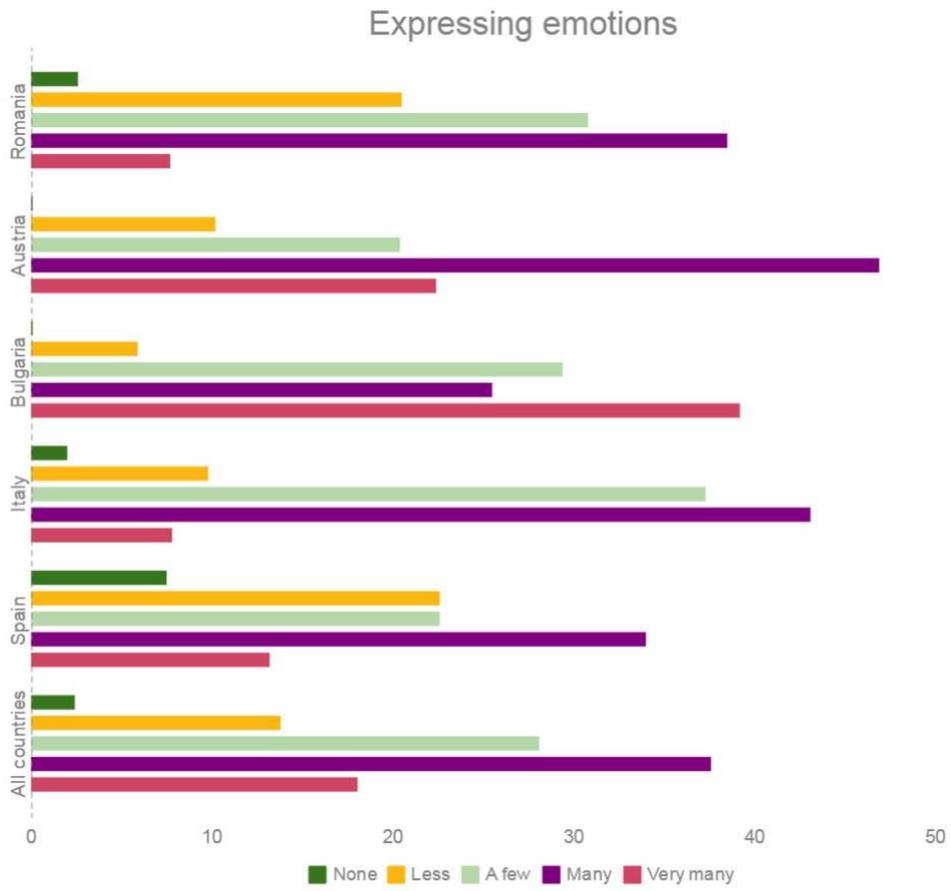


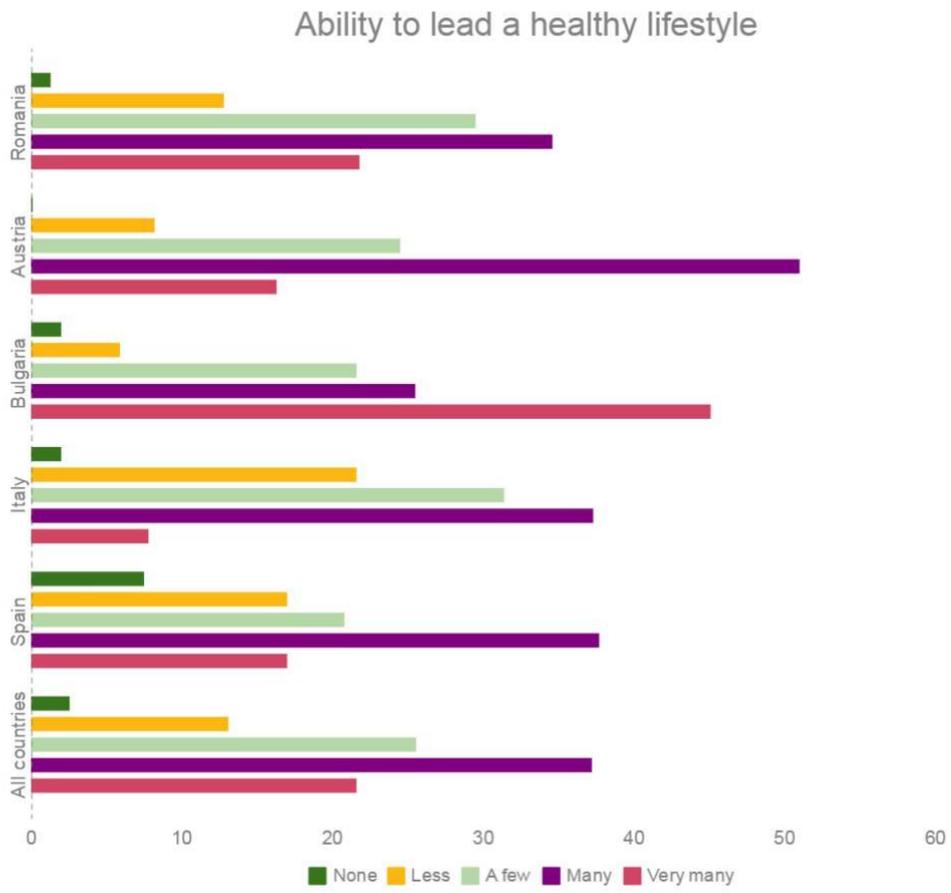




Responses to rewards/punishment









Skills to be developed

This set of questions asked respondents which skills and competences they thought should be strengthened whilst working with children and young people on the move and with migrant backgrounds.

 In Romania, respondents thought that a focus was needed on improving students' social and technical skills, personal and methodological skills were also seen as important.

 In Austria, social and personal skills were seen as priority areas, over technical and methodological skills, though all skillsets were seen as important.

 In Bulgaria, the opposite was true, whereby respondents favored the development of methodological and technical skills over social and personal competencies. However, again, all skills were seen as important.

 Educators in Italy applied similar priorities to all skill sets, demanding a greater focus in the development of all areas.

 Spanish respondents held that a focus of integrational education programmes should develop all skill sets, though focused on the development of social and personal competencies.

In all countries, all skill sets were considered important, though social and personal competencies were seen as more important in Spain and Austria, whilst Bulgaria maintained that the focus should be on technical and methodological skills.



Romania: Which competences do you think need developing?



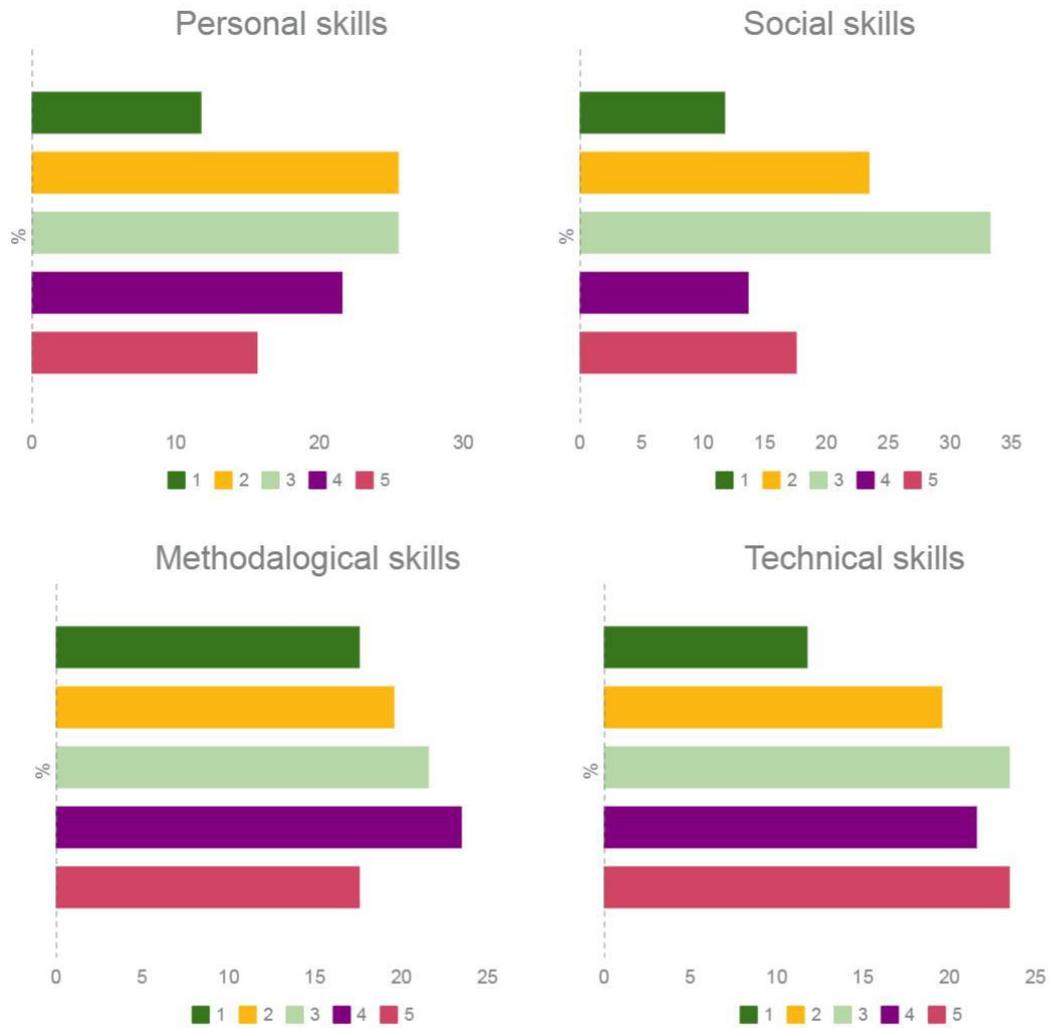


Austria: Which competences do you think need developing?



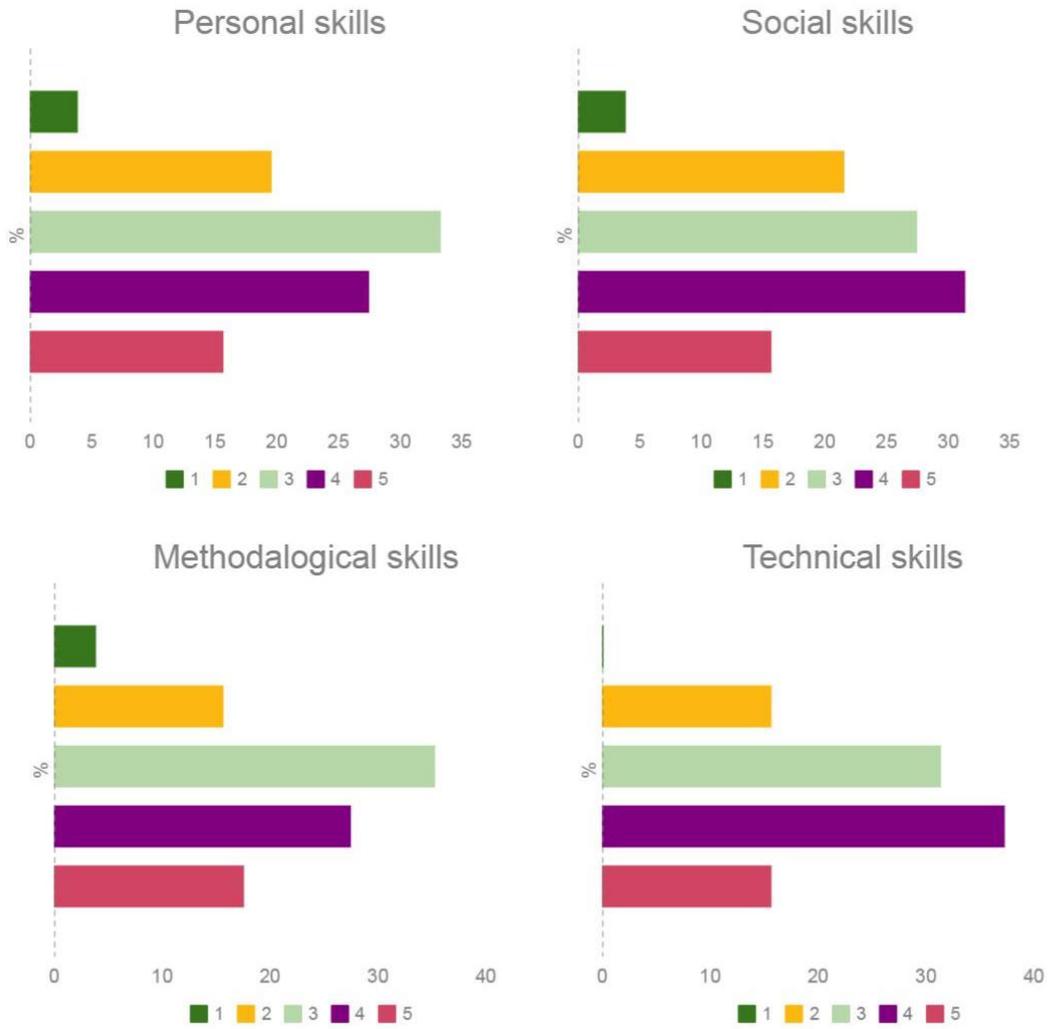


Bulgaria: Which competences do you think need developing?



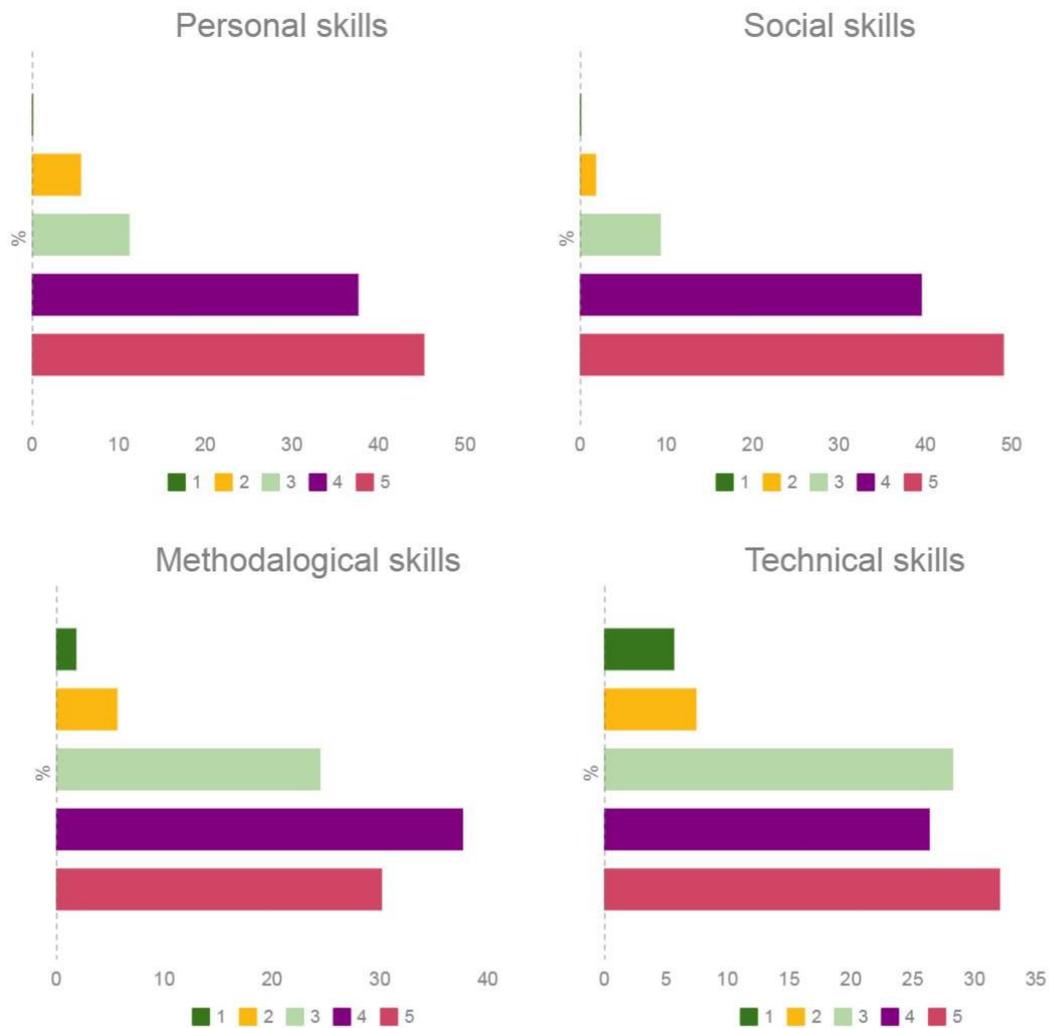


Italy: Which competences do you think need developing?



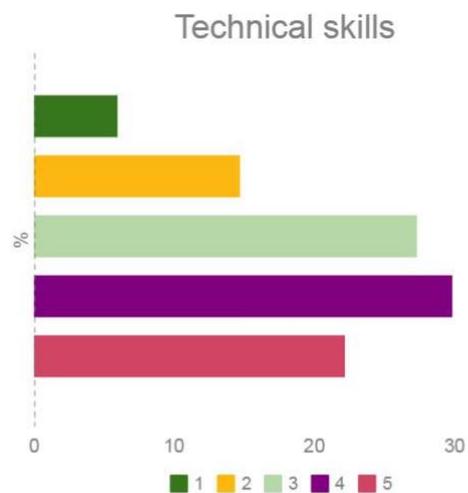
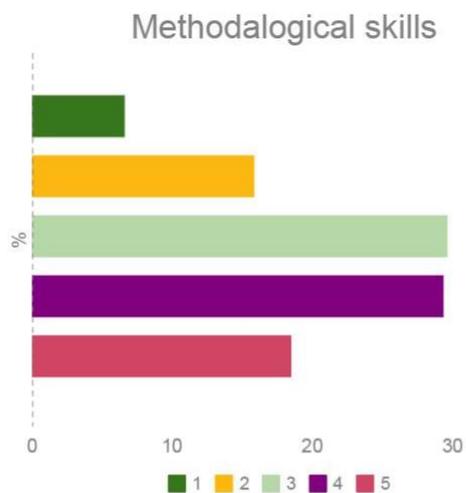
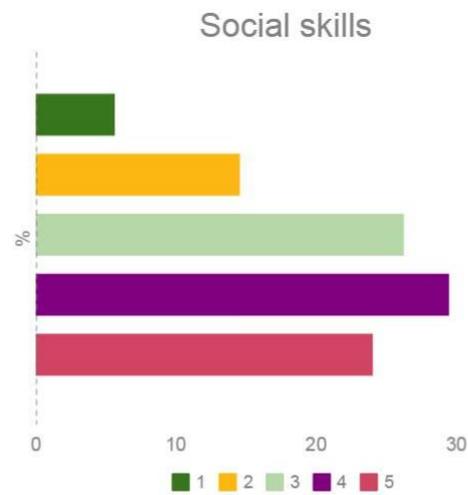
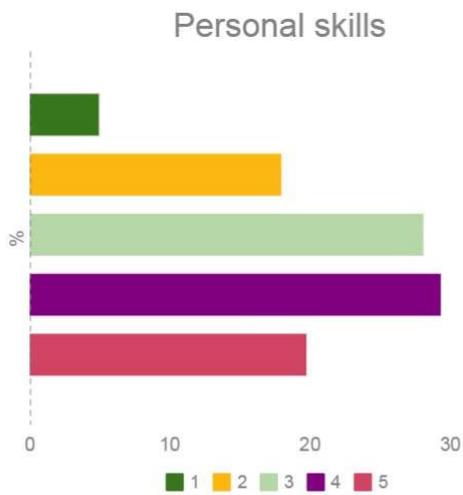


Spain: Which competences do you think need developing?





In all partner countries: Which competences do you think need developing?





Teaching methods

A third section of questions asked respondents to state the five most efficient teaching methods that would have a positive impact on students.

 The answers from Romania indicated a preference for interactive and e-learning methodologies. These included extracurricular activities, creative activities, debates, games and class projects. Less attention was given to outdoor activities and programmes involving parents and extended families, perhaps due to limited resources.

 Austrian respondents overwhelmingly thought that coaching and mentoring programmes would have the highest positive impact on students. They favored participatory, interactive methodologies over e-learning or case based learning, and encouraged creative activities, storytelling, games and outdoor activities. Parent involvement in activities was considered a benefit to students by many.

 In Bulgaria, games, sport, debate, extracurricular and creative activities were favored over e-learning, individual mentoring, parent activities, and project based learning. Respondents saw hands on learning methodologies as the most effective methods for a positive impact on students.

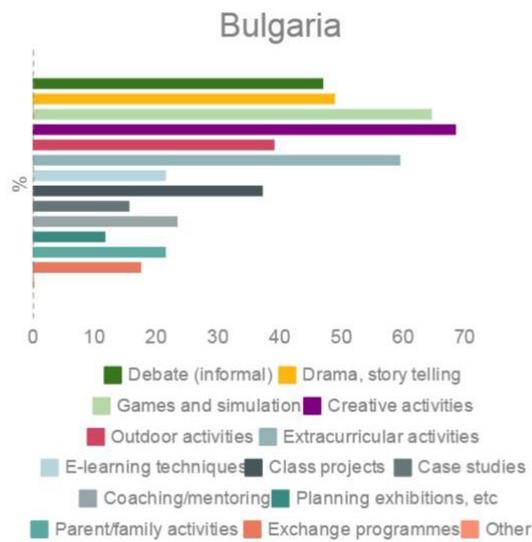
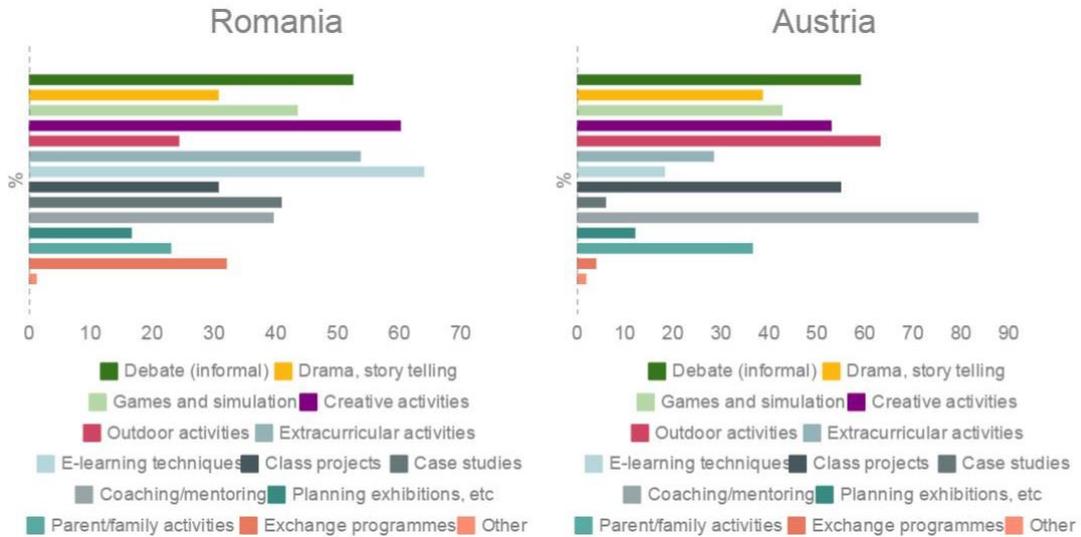
 Educators in Italy provided a similar pattern in their results, seeing creative and games-based activities as the most effective learning methodologies. Around 20% of informants thought that parent activities and exchange programmes should be encouraged.

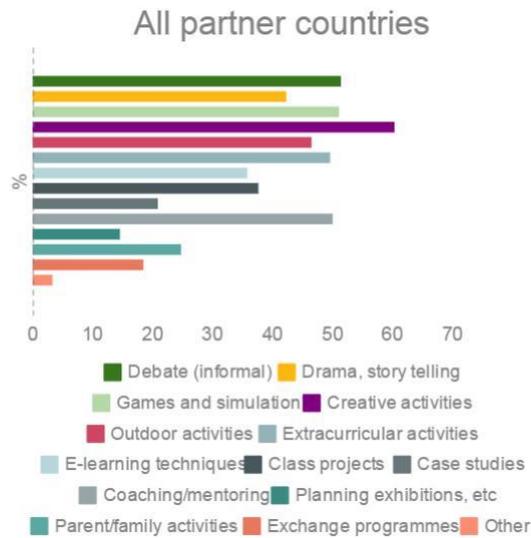
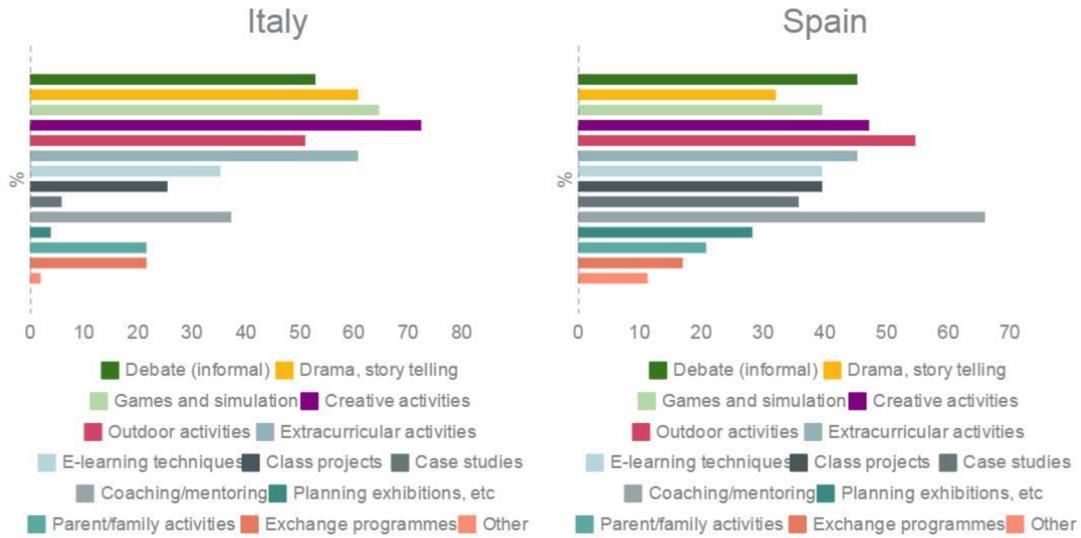
 In Spain, as in Austria, coaching and mentoring was overwhelmingly seen as the most effective method to positively impact students of migrant backgrounds. Outdoor activities were also a popular answer amongst respondents and creative, interactive, hands on learning activities such as debate or class projects were encouraged.

In all partner countries, hands on activities and mentoring were considered effective methodologies to cause a positive impact on students. Creative activities was the most popular choice, followed by games, debate and mentoring. Whilst coaching and mentoring was a strong frontrunner in Austria and Spain, informal, fun, interactive activities were perceived to have a positive impact in all partner countries.



In your opinion, what are the 5 most efficient teaching methods from the list below that would have the highest potential positive to impact on students?







Participation in further training

The results from the online survey suggest widespread demand for further training from participants in all countries.



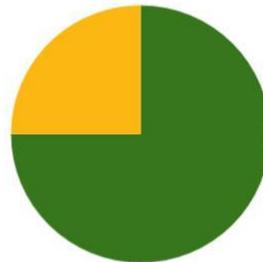
Would you like to participate in further training on the 5 teaching methods selected?

Romania



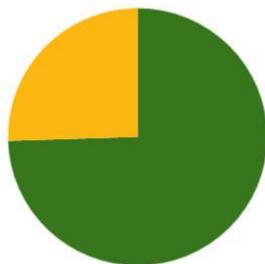
■ Yes(93.60%) ■ No(6.40%)

Bulgaria



■ Yes(75%) ■ No(25%)

Austria



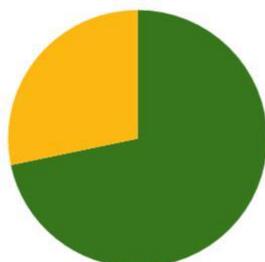
■ Yes(74.50%) ■ No(25.50%)

Italy



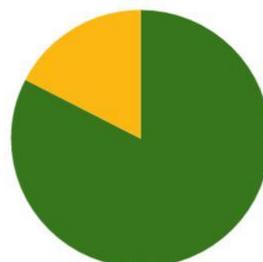
■ Yes(98%) ■ No(2%)

Spain



■ Yes(71.70%) ■ No(28.30%)

All partner countries



■ Yes(82.56%) ■ No(17.44%)



The results from the online survey suggest widespread demand for further training from participants in all countries.

Over 90% of all respondents stated that they would like to participate in further training in alternative and specialized teaching methods for second chance learning programmes. Participants were most keen for further training in Italy and Bulgaria (98%) and Romania (94%). Respondents from Austria and Spain were less keen, with 75% of positive responses from Austria and 71.7% in Spain. Further information identified that those who did not wish to take further training were worried that they did not have enough time to do so.

In all countries, besides Bulgaria, respondents asked that such future training courses focus on developing teachers' capacity to use interactive and inclusionary methodologies. Conflict mediation was the most popular response from Bulgarian participants, also considered important in all partner countries. Bulgarian respondents also wanted to see new ways of communication developed through training. Whilst Romanian educators did not see an overwhelming need to improve their self confidence in delivering learning methodologies, this was seen as important in all other countries. Around 10-15% of all respondents wanted training to help them build an inclusive and cooperative environment.

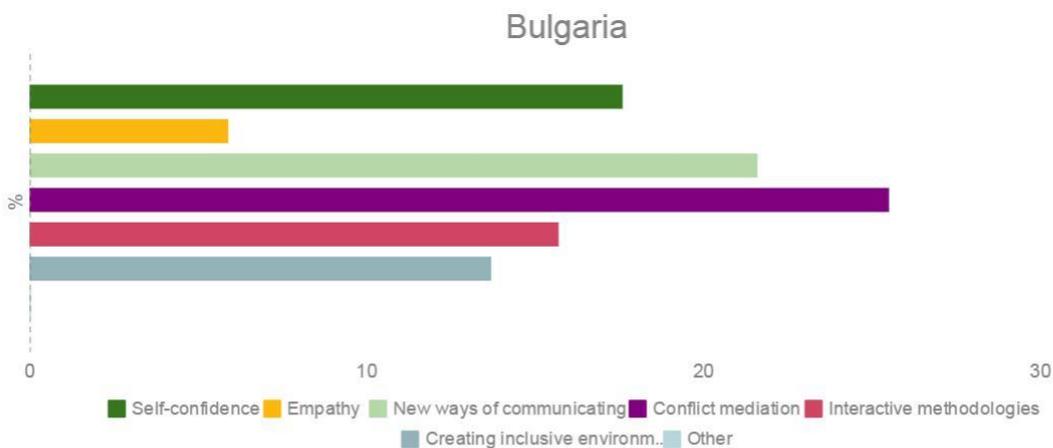
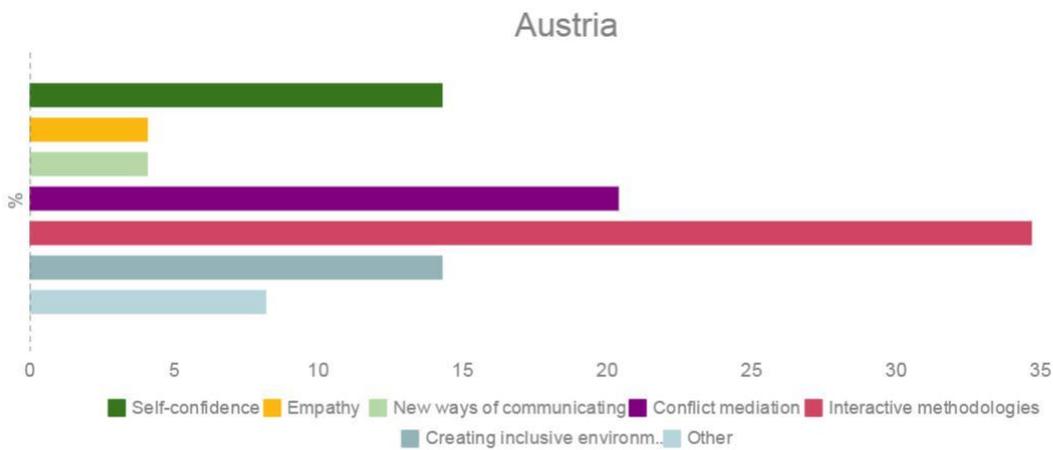
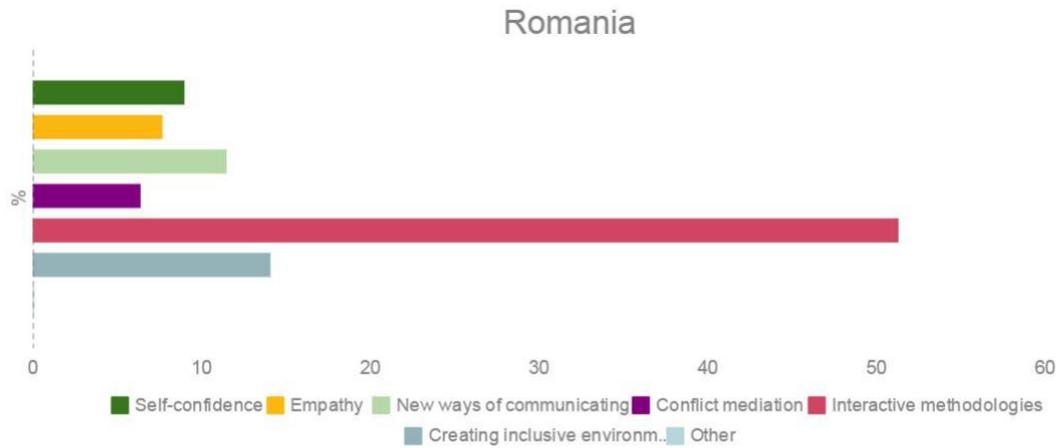
The subjects that participants considered most important for training programmes, taking into consideration the special learning skills of students with migrant backgrounds differed between countries.

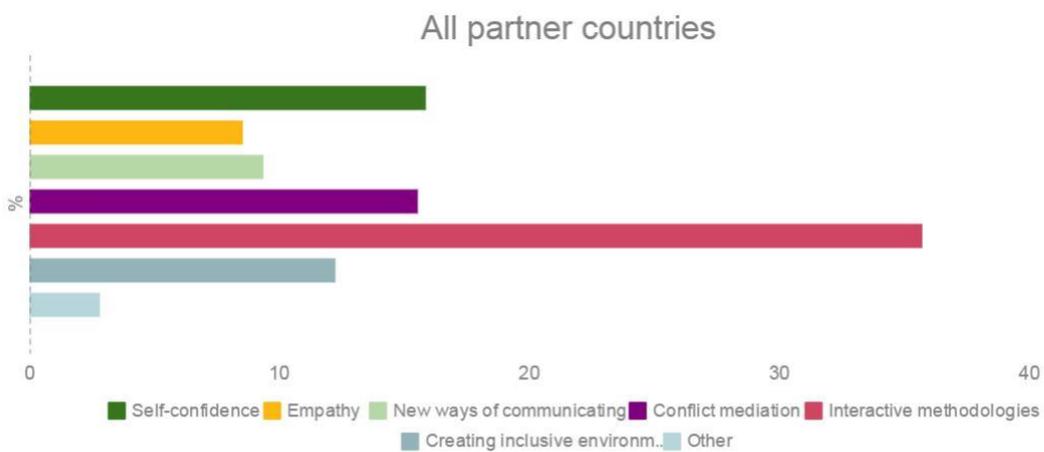
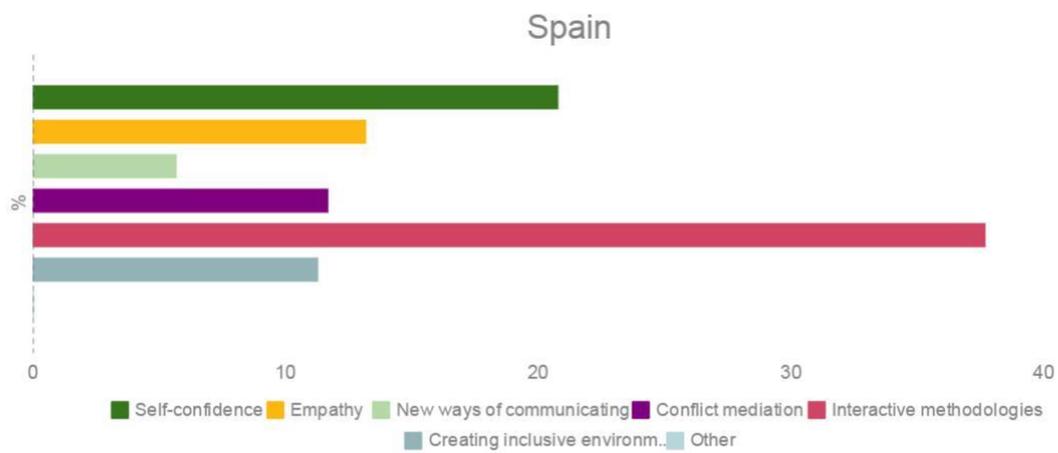
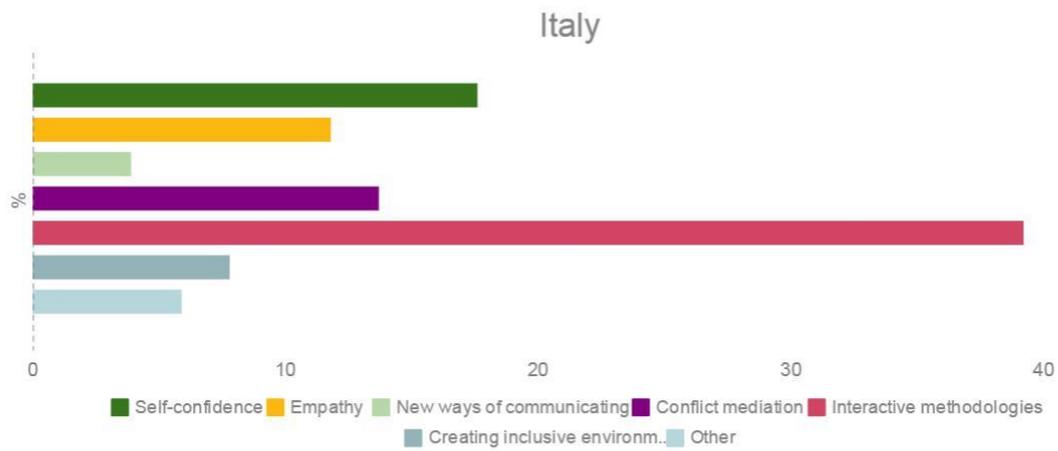
In Romania, interculturality and health and safety were seen as the most important topics for future trainings, whilst migration, language and cultural barriers and interculturality were seen as the most important topics in Austria and Italy, alongside discrimination in Bulgaria and Spain.

Overall, the survey results from all countries agreed that language and cultural barriers and interculturality are the most important issues to be included in training courses focusing on the needs of children and young people on the move or with a migrant background.



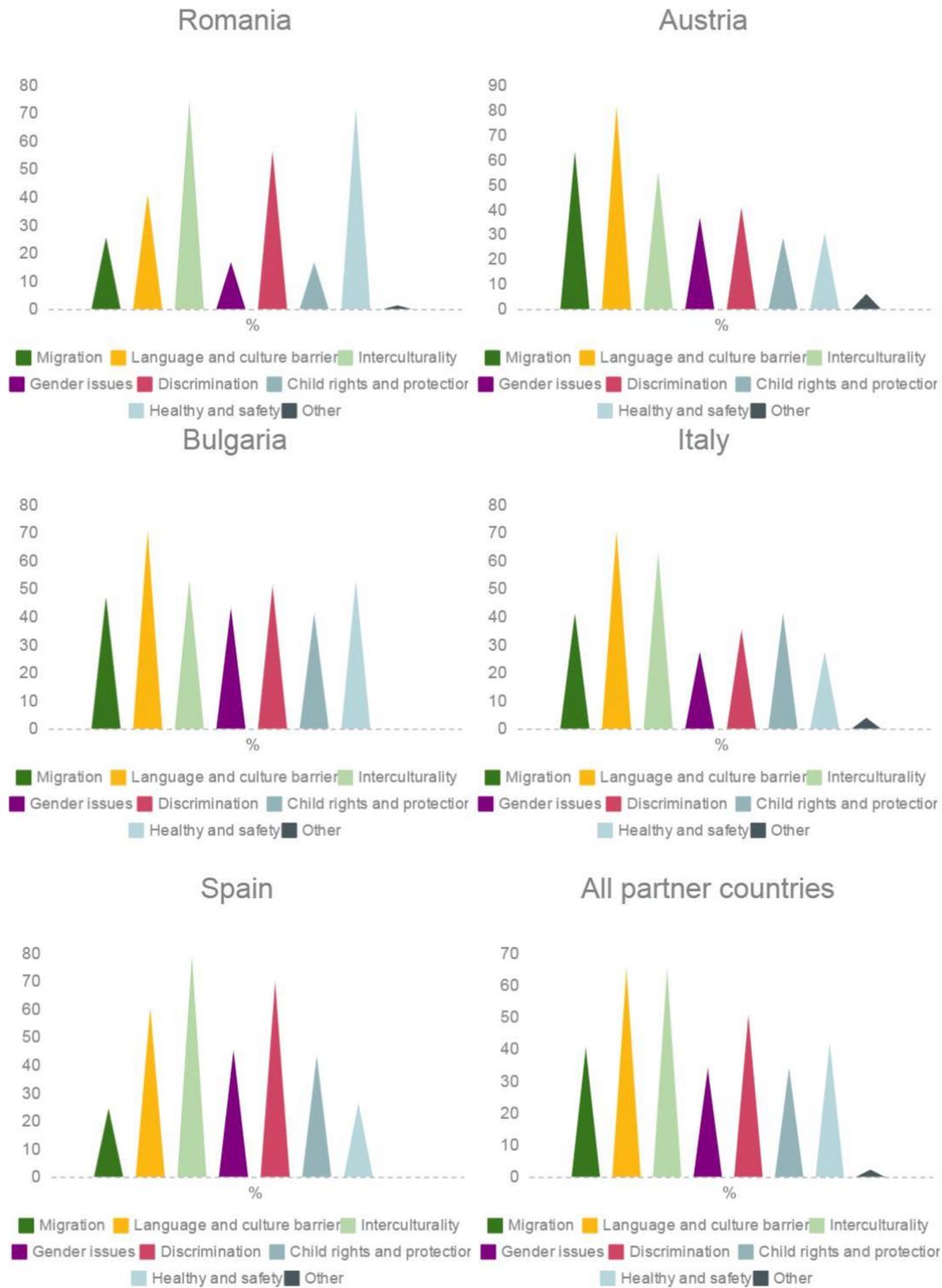
What would you like to gain from a training on working with this type of students?







What subjects should be included in training, taking into consideration the special learning needs of the students with migrant backgrounds?





Conclusions from questionnaire responses

In all partner countries, the online survey conducted at national level offered a clearer image on the training needs of the educators and other needs regarding the implementation of the new learning methodology applicable in SC type programmes.

 Teachers in **Romania** generally came from standard schools and identified a need to improve, most importantly, the learning styles of students, their skills and abilities, and their knowledge according the curricula (rated mostly with 5 points). Their answers also indicate that improvements are needed to the abilities of the students to learn, to communicate efficiently, to have a positive thinking and behaviour. Conversely, respondents did not see a great need to improve students' emotional stability and their answer towards rewards. Concerning the teachers' need for improving their own competences while working with this target group, the respondents mentioned that all personal, social, methodological and technical skills would need to be more addressed. A focus was more put on the personal and technical skills (rated mostly with 4).

 In **Austria**, teachers/trainers were mostly involved in apprenticeships and specialist education and migrant services, and considered social and personal skills the most important assets to be developed amongst students. Although other skills were also deemed important and respondents identified a need to improve almost all skill areas of the current second chance programmes. Teachers saw a need to develop their own abilities in coaching, mentoring, delivering interactive methodologies and getting parents involved in the integrational learning process. Austrian respondents agreed that relations between students and teachers/trainers were generally not seen as a focus area for improvements.

 In **Bulgaria**, beneficiaries tended to be much younger than in the other partner countries, and teachers were on average less experienced. They were based in both formal and informal educational institutions. Respondents saw the most need for changes to second chance programmes of all partner countries, in all areas with a focus on developing technical and practical skills of students. Bulgarian respondents asked for improvements to be made in conflict resolution systems. Those working in the field identified needs to improve their own abilities to deliver new, interactive activities and learning methodologies in order to achieve this.



 In **Italy**, participants were also less experienced than in the other partner countries, and in general were working with a higher proportion of immigrants, asylum seekers and refugees than in other partner countries. They tended to be involved in specialist education institutions rather than formal schools. Participants' responses indicated a need for improvement in all areas, with mixed responses concerning where priorities should be directed. Participants showed a preference to develop their ability to deliver interactive, games-based methodologies.

 In **Spain**, respondents saw the need to develop the practical abilities of students in getting them into work, but also saw a need to focus on building the personal and social competencies of students. Most respondents were working in vocational and professional training centres, with immigrants, early school leavers and minors with special needs. They saw the need to work on hands-on activities and sports, and to develop the coaching and mentoring abilities of trainers.

In all countries, it was agreed that paying greater attention to interactive, informal and fun learning methodologies would be highly beneficial to students in all settings. It was agreed/ There seems to be agreement that more interaction is needed in the classroom to create inclusive environments and to give students the space to develop social and personal skills, increase their self-esteem and manage difficult behavior. Beneficiaries of second chance programmes in all countries were identified as a hugely heterogeneous group, whereby many came from a migrant background but all had overlapping issues, many from dysfunctional families, or having struggled with remedial skills or language issues, self-esteem and social exclusion.

There was an overwhelming response from all questionnaire responses in favor of further training for educators and specialists in the second chance field. Those who were more hesitant about further training had responded as such due to a shortage of time, or an inability to identify any further training currently available.

Overall, the responses from the questionnaire in all five countries indicate much room for improvement in second chance programmes, to develop the skills of students and the abilities of educators in implementing this. New, informal and creative methodologies were favored, with many stressing a focus on psychological support systems, mentoring and coaching, besides the practical capability to carry out new methods.





A comparative assessment of needs for second chance education in five partner countries

The findings from focus group interviews held in all partner countries provide an in-depth account of the issues currently faced by educators and students enrolled in second chance programmes, and how they would like to see things progress in the future. The responses from the online questionnaire conducted in all partner countries provide a large amount of data concerning the needs and wants of students and educators, the areas and skill sets to be developed, and the way in which these improvements can be delivered by teachers, trainers and specialists in the field.

This section will draw on both of these sets of findings, to make some brief conclusions for each partner country, from which, similarities and differences between contexts can be identified. Recommendations, considerations and suggested focal areas from each country are listed, and condensed to make some general conclusions for the improvement of second chance education programmes across all countries.



Current themes and issues in second chance programmes

Evidence from the focus groups and data from the questionnaires suggests that currently, the second chance programmes are diverse, and differ from country to country. The focus groups also revealed the diversity in the aims of second chance educators in all countries.

In **Romania** and **Spain**, second chance programmes were set out in a similar manner to that of public schools. Educators saw their role as the same of regular teachers, to plan, deliver and assess lessons according to the curriculum. In both countries, respondents thought that this may be too rigid, and unable to support students' individual and specific needs. In **Italy**, the focus was much more on bestowing skills on students for independent and autonomous learning. Therefore, the curriculum focused on language skills and cultural norms. In **Bulgaria** and **Austria**, educational, social and cultural integration was also a primary aim.

Of course, the different aims of each country's second chance programme may be related to the diversity in beneficiaries. According to data from the online questionnaire, in **Bulgaria**, **the involved** second chance educators were primarily working with children in elementary schools, whilst in the other partner countries, the majority of beneficiaries were teenagers and young adults, in a variety of public schools, vocational training institutions, NGOs, and other activities. In **Italy**, **Spain** and **Austria**, most users of second chance programmes were migrants, asylum seekers and some refugees, whilst **Romania** and **Bulgaria** reported high levels of Roma and ethnic minorities, as well as 'left behind' children benefiting from these programmes. All countries reported high levels of early school leavers, children from dysfunctional families and minors with special educational needs, using second chance services.

In response to the diversity of beneficiaries, the focus groups in all countries reported a need for more individualized approach to integrational educational systems, rather than a one-size-fits-all curriculum.

The focus groups raised many issues in the current system, ranging from a lack of resources to difficulties arising from a lack of awareness of cultural differences. Many explained the challenges faced by teachers working with very mixed groups of students, most importantly, language barriers and a misunderstanding or lack of awareness of cultural differences. Language and cultural barriers served not only to impede educational integration, but also social interaction, which then has a negative effect on education and so on.



The ability of students to integrate with classmates was seen as a positive thing in all partner countries, though was considered to be working more effectively in some places rather than others. The focus group in **Bulgaria** described the difficulties in getting students to interact with those from migrant backgrounds, particularly individuals with very different cultures and religions. In **Romania** and **Austria**, teachers found that group work facilitated the interaction of students who were sensitive and understanding of the challenges faced by different sets of students. In **Italy**, the focus group found that language barriers were the greatest barrier to social integration, often leaving students from migrant backgrounds isolated and marginalized.

Other social issues which created challenges for second chance educators included gender issues, most notably in **Austria**, where the focus group provided accounts of students who had been unwilling to undertake certain, namely more technical, trainings due to cultural differences in gender norms. They also described many young girls experiencing “marriage stress”, and discrimination faced by students who choose to wear headscarves for religious reasons.

Most of the focus groups described challenges in motivating students, who often had low self-esteem as a result of their social and educational marginalization. In **Spain**, the focus group even reported that students have been ashamed of their heritage and tried to cover up their differences. Discrimination against students of migrant backgrounds was also considered an issue in questionnaire responses from **Bulgaria** and **Italy**.

Educators in **Romania** and **Italy** noted the difficulties faced by teachers in teaching mixed groups where students could be boisterous and disruptive, especially considering the issues many of these students face. They also stated the lack of resources available to teachers, and the rigidity of the curriculum. Some students may be bored, especially those who cannot take part due to language barriers, and so misbehave.

There was a great deal of variation in the qualifications, experience and age of educators in each country. For example, the majority of educators in **Bulgaria** had less than three years of experience in second chance programmes, whilst teachers in **Austria**, **Spain** and **Romania** generally had between 3-20 years of experience in educational integration. The focus groups highlighted the range of qualifications, and of what was expected in each country. Only in **Italy**, did participants identify specific qualifications for second chance educators, which



included teaching Italian as a foreign language as a Master's degree. Yet these qualifications were seen as too theoretical, failing to build pastoral support skills in teachers.

It was clearly established by all respondents that they would like the opportunity for further specialized training courses. Only in Austria were respondents slightly hesitant about further training, though this was due to them being overworked and not given any time to further better their teaching practice.



Areas for improvement

Overall, respondents from both focus groups and the online questionnaires saw the need to move towards a more individualized approach, to account for each students' specific needs and to address issues of social support, as important as educational needs.

They also considered improvements in learning methodologies to assist this, integrating informal, fun, active and hands-on activities into the classroom. This was seen to be a means to build social and cultural integration as much as educational, to inspire and motivate students and help them build their lives and careers independently. Language skills were considered a basic necessity for this, currently lacking in many of the second chance systems in partner countries.

Developments for students

In all countries, it was stated that second chance programmes need to be improved in nurturing the linguistic abilities of students. This, in turn, would grant students more social, educational and occupational opportunities. This was seen as particularly important in **Italy** and other countries with a rigid, traditional, mostly written curriculum.

Another critical issue identified across all partner countries was the need for pastoral care for students in second chance programmes. In **Romania, Austria, Bulgaria, Italy** and **Spain**, the focus groups discussed the difficulties in working with children and young people with special educational needs and behavioural difficulties, as so many students come from difficult backgrounds and have specific learning needs. Data from the online questionnaires highlighted the need for second chance programmes to build students' self-esteem, create trust between students and between teachers and students, and to motivate students and help their attitudes towards tasks. In **Romania, Austria, Italy** and **Spain**, the development of students' social skills was considered the most important set of competences to be built into second chance programmes.

Building informal educational skills and learning styles in pupils was consistently seen as a need by educators in all partner countries. Particularly in **Spain**, participants in focus groups and through questionnaires stated that skills must be developed in student to make them



capable to autonomously make career and life plans and to be better informed and prepared to enter the labour market.

Developments for educators and new learning methodologies

In order to improve these skills in students, it was agreed by educators in all partner countries that more training is needed for teachers and trainers in second chance programmes. It was seen as a priority to build teachers' abilities to deliver more specialized, individualized teaching, coaching and mentoring.

Only in **Italy**, could respondents identify any existing specialized training courses for professionals in second chance education programmes, though these were received critically as they lacked any practical elements.

Informal, interactive learning methodologies were seen as effective in feedback from **Romania, Austria, Bulgaria, Italy** and **Spain**. There was a demand in all countries to improve educators' abilities to deliver games-based, fun, hands-on, creative activities, storytelling and debate. These were considered good means of motivating students, helping them improve their social and personal skills alongside more traditional educational elements, and fostering social, cultural and educational inclusion. E-learning methodologies were also seen as effective in **Romania**. Coaching and mentoring, too were seen as important skill area to be developed in teachers and trainers, who found many difficulties in dealing with students from difficult backgrounds, who struggled to integrate and need extra support.

Teachers in all countries stated that they would like any future trainings to equip them with the tools and resources to handle mixed groups of students, paying attention to their individual needs but creating an inclusive and cooperative environment for good interaction between students and teachers and between students.

Parent involvement was seen as important across all countries, as this would not only ensure sustainable change in students, but also help to prevent early school leaving and motivate students further.

There was a lot of variation between countries in terms of what they considered to be the most important aspect for future training programmes, which may reflect the diversity in the profiles of students using second chance programmes. Overall, language and cultural barriers were considered most important. Educators showed keen willingness to develop their skills in



teaching languages as a foreign language, to learn more about other cultures and religions, and to be able to pass on a cultural awareness and sensitivity to their students. Around 10-15% of all respondents wanted training to help them build an inclusive and cooperative environment.



Recommendations

Our findings from the focus groups and online questionnaires in all five partner countries indicate the following recommendations:

- ///R To provide teachers and professionals in second chance programmes with further specialised training that addresses the needs of children on the move and students from unusual and difficult backgrounds
- ///R Develop social and personal skills in students
- ///R Building empathy and awareness so that teachers can understand the experiences of students
- ///R Increasing understandings of migration, other cultures and religions and their effects on children's status and needs
- ///R To provide interactive teaching materials for teachers in order to increase the efficiency of learning
- ///R Creating a flexible curriculum with assessment methods tailored to students abilities and needs
- ///R Training teachers in ways to create inclusive and cooperative environments
- ///R To provide tools to identify problems early on, and so prevent early school leaving
- ///R Increasing understandings of parents' lack of involvement and its effects on children
- ///R Increasing understandings of social inclusion / child protection issues
- ///R Increasing understandings of language barriers and cultural differences
- ///R Provide trainings in pastoral support, mentoring and coaching
- ///R Develop a sensitivity in students and teachers to issues faced by students from complex backgrounds
- ///R Increasing understandings of discrimination and its effects
- ///R Understanding learning needs and assessing learning styles
- ///R Supporting the identification of specific skills of students



- ///R Supporting the identification of individual student motivations
- ///R Considering the involvement of parents in some activities
- ///R Support in teaching languages to non-native speakers
- ///R Motivating students to express themselves
- ///R Motivating students to build their own career paths and life plans
- ///R To provide practical advice on how to cope with difficult situations



Conclusion

In general, respondents thought that new methodologies should be developed, with few learning objectives, that should be flexible to students needs and should be delivered in a fun and creative, informal way that motivates and engages students, helps them interact with others and so develops their personal and social skills alongside building their technical and practical competencies. Many respondents thought that these exercises should be based on real life situations.

They generally thought that rigid, traditional, written-based learning methodologies were ineffective at educating and integrating students in second chance programmes and that they failed to prepare students for later life or deal with the complex issues that many of them face.

It was seen as essential for future trainings to take place, to develop these alternative methodologies, to help teachers deal with the complex issues brought into the classroom by mixed groups of students and to provide instruction on dealing with language and cultural barriers.

Each country outlined specific needs, as each country has a different context. These should be taken into consideration in developing a new curriculum for second chance educational integration programmes.



Annexes

Focus group guidelines

Guiding Principles for the Group

At the beginning of a focus group, it is helpful to let everyone know about some ways to make the group proceed smoothly and respectfully for all participants. The following are some recommended guidelines or “ground rules” that help establish the group norms:

- ///R Only one person talks at a time.
- ///R Confidentiality is assured. “What is shared in the room stays in the room.”
- ///R It is important for us to hear everyone’s ideas and opinions. There are no right or wrong answers to questions – just ideas, experiences and opinions, which are all valuable.
- ///R It is important for us to hear all sides of an issue – both the positive and the negative.
- ///R It is important for women’s and men’s ideas to be equally represented and respected.

These ground rules may be presented to the group, and displayed throughout the discussion, on a flip chart page that is taped or hung on a wall in a clearly visible location.

Once the above ground rules have been presented, it will be important to ask participants if they have anything to add to the list. The note taker should add these to the flip chart page.

Steps in Planning Focus Groups

1. Select the Team Conducting focus groups requires a small team, comprised of a:

- The focus group leader will manage the focus and will ask the questions;
- The focus group expert will take notes of everything is said during the meeting, by each participants.

The report will be written by both experts.

2. Select the participants

When recruiting for focus groups, be sure that participants fit the criteria established for inclusion in the focus group. It is also important to ensure that focus group participants



represent the diversity of the larger group about whom you want to learn. Decide on the time and location.

Focus groups normally last about 2-3 hours, though they may be longer in some cases. Plan a time of day that is convenient for the participants and responsive to their life circumstances.

Groups should be conducted in locations that are also convenient and comfortable for participants, are quiet, and have some degree of privacy. Set a date, reserve a space, and arrange for food and drink.

Anonymity needs to be guaranteed. However, participants interested to engage in the activities of the Robin project at a later stage (the trainings) will be offered the possibility to enter a contact email or phone number (for example in the attendance list).

3. Invite the participants

Before the date of the focus group, invite appropriate participants to take part in the focus group, using established selection criteria as your guide. It is often helpful to contact confirmed participants the day before the group to remind them of the time and location of the focus group and to confirm, once again, their participation.

TIPS for conducting the Focus Groups

1. Obtain verbal consent

Make sure participants understand their rights, and ensure them that their identities will not be revealed in any publications/reports.

2. Establish rapport

Often participants do not know what to expect from focus group discussions. It is helpful for the facilitator to outline the purpose and format of the discussion at the beginning of the session and set the group at ease. Participants should be told that the discussion is informal, everyone is expected to participate, and divergent views are welcome.

3. Follow the Focus Group Guidelines

The focus group guidelines provide a framework for the facilitator to explore, probe, and ask questions. Initiating each topic with a carefully crafted question will help participants share



their experiences but in a focused and meaningful manner. It is helpful to follow the guidelines as much as possible when facilitating a focus group, to increase the credibility of the research results. Using a guide also increases the comprehensiveness of the data and makes data collection more efficient. If participants give incomplete or irrelevant answers, the facilitator can probe for fuller, clearer responses.

4. Other Tips for Guiding the Discussion

In focus groups, it is not uncommon for a few individuals to dominate the discussion. Sometimes in mixed gender groups, one gender may tend to speak more than the other. To balance participation, and ensure that every participant has an opportunity to contribute to the discussion, you might consider the following strategies:

- Address questions to individuals who are reluctant to talk
- Intervene, politely summarize the point, then refocus the discussion
- Minimize Pressure to Conform to a Dominant View Point

5. Record the discussion

Ideally, focus group discussions will be recorded using both recording equipment, and the hand-written notes of a note taker. Hand-written notes should be extensive and accurately reflect the content of the discussion.

Proposed agenda:

///R 1st Activity - Focus Group introduction

Short presentation of the focus group goals and the project.

///R 2nd Activity – Participants presentation

Short Presentation by each participant, on the following elements:

- ✓ Name and Surname
- ✓ Main Occupation and experience/ role in second chance type programmes

///R 3rd Activity- Discussions on topic A: Second chance type programmes

Prompt/Open Ended question:



What are the challenges faced by teaching staff when conducting classes within second chance type programmes?

Probes/Specific detailing questions:

What are the positive aspects of the second chance type programme?

What are the negative aspects of the second chance type programme?

///R 4th Activity – Discussion on topic B: Working with heterogeneous groups of students

Prompt/Open Ended question:

How do you work with heterogeneous groups of students (be they, with different migrant, cultural background, different ages, learning styles etc.)?

Probes/Specific detailing questions

What learning methods are you currently using?

What methods are you using to make learning more pleasant and creative? Are you using non-formal methods of learning?

Is there in place a tool for gathering and understanding the students learning needs?

Are you adapting your teaching methods to their learning styles and learning needs?

How is the interaction between you and the students, especially with minors that are immigrants and does not speak the language?

How is the interaction between minors and adults? Children on the move and other minors? Do they work in groups?

What difficulties have you met while working with them, as a group or as individuals?

What are the difficulties when working with minors that have migrant background?

Why do you think they are dropping out / high reduced frequency also from this type of programmes?

///R 5th Activity – Discussion on topic C: Professional development of teachers

Prompt/Open Ended question:

What are the competences and skills developed within the current professional development programmes for teachers for working with specific type of students such as children on the move?



Probes/Specific detailing questions

What are the competencies that a teacher must have to perform this job?

What competences do you think need more development while working with this group of students?

Do you need support when working with them?

Where is training needed?

What tools or methods would you need to work better with them / increase interest in the subject you are teaching?

What other support you might need to provide to these minors?

||R 6th Activity – Discussion on topic D: the New learning methodology for the inclusion of children on the move

What would an ideal inclusive learning environment look like (taking into account the training needs of students, their background etc.)?

Probes/Specific detailing questions

What would inclusive mean?

What elements/ topics should a new learning methodology include, taking into consideration the learning needs of children on the move?

What learning methods are to be considered creative, interactive, and attractive to them?

How can we influence the life path of these minors, just by attending school?



Needs Analysis questionnaire

Dear Ms./Mr.

Thank you for accepting our invitation to participate at the needs analysis of the teachers/ trainers from Second chance type programmes (SC) that we are conducting within Robin project.

Robin project aims at developing a new learning methodology to be used within SC programmes in order to support teachers/ trainers to successfully socially integrate students with migrant background.

This needs analysis questionnaire will help us identify your training needs and your needs regarding a new learning methodology applicable in SC type programmes.

Thank you for taking 15 minutes of your time to help us understand your needs by filling in this online questionnaire.

Robin consortium

1. Please select the age categories of your students from the Second Chance type classes (multiple choice)

7-12 years old

13-18

19-24

above 24

2. What type of students do you have in your Second Chance type classes? (multiple choices)

Asylum seekers

Returned people (back to country of origin: either repatriated, or returned by themselves or with their families)

With their parents working abroad

Exposed to different type of risks (street situations, dangerous entourage, exploitation, trafficking etc.)

Roma or other ethnic vulnerable people

Immigrants



Refugees

In conflict with the law

From dysfunctional families

Minors under state protection

With special educational needs

Early school leavers

None from the above

3. What improvements are needed when working with students with migrant background?

(Tick the one selected: None is no improvements needed/ very much means a lot of improvements needed)

	None	Less	So and so	Much	Very much
To their learning styles (attention, taking new tasks, finalize complex tasks, active listening etc.)					
To their skills and abilities (writing, reading, understanding written texts, understanding oral texts, calculations, speaking etc.)					
To their knowledge according to the curricula (understanding of concepts, using the specific concepts, solves specific problems)					
Their ability to memorize (memorizes multiple sequences, remembers					



visual, auditory information, remembers the info for tasks delivery)					
<p>Their organization skills for a task</p> <p>(keeps necessary books and notebooks clean and in handy, capacity to follow instructions, capacity to finalize a complex task)</p>					
<p>Their accomplishment of tasks</p> <p>(taking notes, doing written and oral tasks, doing individual work, follows instructions orally and written, does homework / of good quality homework)</p>					
<p>Their attitude towards the task</p> <p>(interest in finalizing tasks, doing on time or stalling, following instructions or not, showing interest or not towards the subject etc.)</p>					
<p>Their ability to plan their career/ to make life plans</p> <p>(ability to identify hobbies, interests, passions, explore own interests, personal motivation to choose some activities, has a</p>					



role model to reach)					
<p>Their compliance</p> <p>(punctuality, respect during classes towards the teacher and the other classmates, proper behaviour, right outfit etc)</p>					
<p>Their interaction with the other classmates</p> <p>(Building friendships in the classroom, active participating in groups, sharing materials with the others etc.)</p>					
<p>Their capacity to build relations and friendships outside school</p> <p>(building friendships in the community, groups)</p>					
<p>Their interaction with the teachers</p> <p>(avoids contact, getting into conflicts, asking for support, needs encouragement, respect)</p>					
<p>Their self-esteem</p> <p>(recognizes talent, works towards improvement, trust own abilities)</p>					
<p>Their emotional stability</p>					



(cries easily, sudden reactions)					
Their mood (sadness, happiness, nervous etc.)					
Their answer to rewards/ punishment (difficulty in accepting criticism, strange behaviour while being praised)					
Their expressing of emotions (Difficulty in expressing emotions, difficulty in talking with them, avoids new tasks out of fear, isolating, dominance, no cooperation, disliked by others etc.)					
Their ability to have a healthy lifestyle (safety behaviours in risky situations, healthy eating, doing sports, being tidy)					
Other area..... 					

4. What competences do you think you need more strengthening while working with this group of students?

	None	Less	So and so	Much	Very much
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<p>Personal skills (know and question oneself, adapt oneself, leadership, manage emotions and stress)</p>					
<p>Social skills (communication and active listening, negotiate, manage problems and conflicts, work in a network with cooperation, show empathy, motivate a person)</p>					
<p>Methodological skills (plan, implement, evaluate activities, promote participation and cooperation, and strengthen skills, supervision, observation, reflection)</p>					
<p>Technical skills (knowing and applying specific tools for professional practice: applying the concepts adapted on different learning styles/ different ages/ different migrant and cultural background/ different level of understanding and applying tools.)</p>					

5. In your opinion, what are the 5 most efficient teaching methods from the list below that would have the highest potential to impact these students positively? (please tick)



- Debate (informal) on current issues by students from class
- Drama, role playing, story telling
- Games and simulation
- Creative activities (painting, collage, hand craft, posters, photographs etc.)
- Outdoor activities (sports)
- Extracurricular activities (trips, visits to museums, libraries, etc.)
- Elearning techniques (using ICT)
- Class projects
- Case studies
- Coaching and individualized discussions
- Planning of youth campaigns, exhibitions, etc
- Organize activities for parents/ extended family by the students
- Exchange program with schools from different parts of the state
- Other:.....

6. Would you like to participate in further training on the 5 teaching methods selected?

- yes
- no
- If not, why?.....

7. What would you like to gain from a training on working with this type of students? (single choice)

- Increased self-confidence feeling more competent to perform work
- More empathy, changing the way of looking at students as responsible actors whose self-respect is to be nourished
- A new way of communicating more fluent, sympathetic and effective with colleagues, families and students
- Better handling of conflicts based on a mediation of the needs and interests of all parties
- Integration of the principles of participative, interactive pedagogy with the use of feedback that changes the ways of facilitating and brings you closer to the students
- Less competition and more cooperation, creating an atmosphere of confidence, respect and integration between the students.
- Other:



8. What elements/ topics should the training include, taking into consideration the special learning needs of the students with migrant background (multiple choice)?

Migration and its positive/ negative aspects

Language and culture barriers

Interculturality

Gender issues

Discrimination

Children and migrants rights and protection

Healthy and safety behaviours

Other:.....

Thank you for filling in the questionnaire!

Personal data

All information contained is treated with high confidentiality.

Anonymity is secured.

Occupation:

Type of programme/ Level of learning:

Institution:

No. of years experience in Second Chance programmes (SC) or similar activities connected to the target groups mentioned above:

0-2

3-5

6-10

11-20

More than 20 years

Age:

20-30



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31-40

41-50

51-60

More than 60 years old.

Email address (optionally):

Please fill in your email address only if you want us to send you the findings of this needs analysis and keep you updated with the activities within the project.

Thank you for your interest!