



Questionnaire: Good practices of integration of refugee-teacher expertise in receiving countries



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Introduction

In the frame of the EMERgenCeS project which aims to collect good practices of integrating refugees with a teacher's background in the destination countries through educational entrepreneurship, we have created this questionnaire which purpose is to gather information and good practices from the main actors in each country of the consortium. With the insight of refugee teachers, teachers of refugees, refugee students, intercultural mediators, social entrepreneurs and policy makers, we want to identify the current practices and state of the integration of refugee teachers in the receiving education system as well as look for space of improvement in this niche. Each consortium partner will interview five different actors in their country and community, extracting the relevant section of the questionnaire.



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Identification page

Name of your organisation/institution

Country

Name of the interviewee

Please anonymise my name in public reports

Which Emergences partner gathered the information?

- UCLL
- EPN
- Tampere University
- Kilowatt
- Réseau Proactif
- Socialna Ekonomija Slovenija
- ICBH

Select one of these sections of the questionnaire depending on the interviewee:

- Policy maker
- Teacher of refugees
- Refugee teacher
- Refugee (volunteer)



Refugee learner

Intercultural mediator

Social entrepreneur

How was the information gathered?

Face-to-face interview

Mediated interview: Whatsapp, telephone, Skype, other (please identify)

Online questionnaire

Type of learning environment (select one)

Formal education

Kindergarten

Primary education

Secondary education

Higher education

Other

Non-formal education

Conversation classes

Community gatherings

Other

Social entrepreneur

Please define the service you offer for education

Questions for policy makers

Do refugees work as:

- Language teachers
- Crafts teachers
- Shadow teachers
- Volunteers
- Teacher training students
- External expert in
 - Pedagogical days
 - Staff meeting
 - Board meeting

Refugee-parents are engaged in education in:

- Crafts classes
- Language classes
- Homework classes
- Board meeting.
- Cleaning staff
- Other: state which

Which qualifications/capabilities are important for you to engage refugees?

- Language
- Prior qualifications in the country of origin
- Recognized qualifications by Naric (National Academic Recognition Information- Flanders)
(or agency relevant in your country)
- Social skills (state which)
- Cultural norms (state which)
- Religious norms (state which)
- Other

Which needs can teachers with a degree from the country of origin address in the host country?

- Learning difficulties (state which)
- Stress among teachers (state how)
- Well-being of learning community (state how)
- Make sense of cultural norms (give an example)
- Make sense of educational expectations (give an example)
- Other

How do you engage refugee teachers?

- I do not want any refugee teachers
- I don't have any
- They start as shadow teachers, volunteers, assistant-teachers, teacher training students or have been engaged as parent in the teaching community
- They start as co-teacher for languages or crafts
- They are a teacher of religion
- They start as teacher with 0 years of validated experience
- They start as teacher with recognition of their prior experience.
- They are invited as external experts for particular themes.
- Other

Which soft skills are fundamental in your work?

- Empathy
- Listening
- Ability to relate
- Initiative
- Problem solving
- Curiosity



Objectivity

Other

Questions for teachers of refugees

How many refugee learners do you teach per year? (ca. Sept-June)

Which challenges do refugee learners experience?

- Learning level (explain)
 - Other learning topics (explain)
 - Other learning strategies (explain)
 - Trauma (fleeing or other causes (explain)
 - Lack of citizenship education (explain)
 - Clashing cultural norms (explain)
 - Other
-

How do you address these challenges?

- I don't have a particular strategy.
 - I try out per learner (How do you try? Do you have a theoretical background on how to approach these situations?)
-

- I explain our rules as good as possible so they can succeed.
- I use arts, talking circles ... to talk about emotions (give examples)
- I invite refugee colleagues to help me
- I invite experts for our staff meetings
- I invite refugee teachers for our pedagogical days
- Others

What is the impact of refugee children in your class?

- The level of education goes down / changes positively / negatively
 - More languages are spoken
 - More cultural diversity
 - More open mindset
 - More creativity
 - More tension among the learners
 - More cultural insecurity
 - Enrichment because we don't have the same cultural practices
 - Chaos caused by irregular class attendance due to different calendars or others (explain)
 - There is no impact at all
 - Other
-
-

How does it make you feel?

- Incompetent
- Stressed
- Frustrated
- Resigned
- Challenged
- Curious
- Excited
- Connected (emotional attachment to students)

What do you need to address the refugee children's educational needs? (open question)



Which soft skills are fundamental in your work?

- Empathy
 - Listening
 - Ability to relate
 - Initiative
 - Problem solving
 - Curiosity
 - Objectivity
 - Other
-



Questions for refugee teachers

What is your degree in your country of origin?

What is the equivalence you obtained?

What is your desired equivalence?

How do you connect to the educational system in the host country?

- Inside formal education
- Outside formal education

Inside formal education:

- Networking (state which)
- Volunteer
- As parent
- As language support
- As crafts support

- Shadow teaching
- Co-teaching



- An autonomous teacher
- External expert

- Pedagogical day
- Staff meeting
- Board meeting
- Policy maker

Outside formal education

- As homework crammer
 - As teacher in my community school
 - Content developer
 - Social entrepreneur
 - Intercultural mediator
 - Other
-

Which challenges do you experience?

What is the impact of refugee teachers in education? (added value)

- The level of education goes up /changes positively / negatively
 - More languages are spoken
 - More understanding among learners
 - More cultural enrichment sharing cultural rituals/practices
 - More pedagogical approaches
 - More understanding among teachers and refugee children
 - More understanding among parents of refugee children and the educational system
 - More understanding among learners about the different learning cultures
 - Higher wellbeing among learners
 - Other
-



Which emotions did you experience during the process?

- Incompetent
- Frustrated
- Resigned
- Challenged
- Curious
- Excited
- Connected
- Other

Which solutions would you appreciate to become an integrated member of the educational community in the receiving country?



Questions for refugee learners

How old are you?

- 12-16
- 18-25
- 25-35
- Over 35

How did you start your education in the receiving country?

- I had been staying in a refugee camp
 - With classes
 - Without classes
- I had been staying in an asylum centre
- I had been taking language classes (according to the receiving country's regulations/programmes)
- I started regular education without the previous possibilities
 - At my level
 - At a higher level
 - At a lower level

How do you experience education in the receiving country?

- It is fine, I prefer it to the system of the country of my origin
- It is totally different (please explain)
- I do not understand what I'm supposed to do
- I miss the educational system of my home country
- There are too many things in my head. I find it difficult to concentrate.
- I do not want to go to school

Explain why:



What do you enjoy in the educational institute?

What do you miss from the education system in your home country?

What would you like to change in the education system in the host country? (open question).

How do you see yourself in five years?

Which soft skills are fundamental in your work?

- Empathy
- Listening
- Ability to relate
- Initiative
- Problem solving
- Curiosity
- Objectivity



Other

Questions for social entrepreneurs

This section refers to entrepreneurs in the education field as well as for entrepreneurs from the receiving country supporting newcomers.

Which needs do you see in the educational system of the receiving country?

Which services do you offer the educational system of the receiving country?

- Courses with refugee appropriate approaches
 - Staff Coaching
 - Cognitive
 - Emotional
 - Homework coaching (cramming)
 - Translation services
 - Other
-

What is your diploma in your country of origin?

Why did you opt for social entrepreneurship?



How did you get in into the educational system of the receiving country?

Which challenges do you experience?

What would you like to change?

What is the impact of your work?

How do you see yourself in five years?

Which soft skills are fundamental in your work?

- Empathy
- Listening
- Ability to relate
- Initiative
- Problem solving
- Curiosity



Objectivity

Other

Questions for intercultural mediators

Do you have a refugee background?

Yes

No

(If yes, continue on this page, if no, go to page 24)

Questions for intercultural mediators with a refugee background

What is your training in your country of origin?

What is your formal education in your country of origin?

And in which field?

Kindergarten

Primary education

Secondary education

Higher education

Other

Non-formal education

- Conversation classes
 - Community gatherings
 - Workshops, courses (what kind)
 - Other
-

What was your profession in your country of origin?

What is your training in your host country?

In which field do you work in your host country?

- School and education
 - Reception of migrants
 - Social and welfare
 - Health
 - Other
-



In which sector?

- Public
- Private
- NGO

How did you get your job? What helped you?

What obstacles did you encounter in getting your job?

When did you start to work as an intercultural mediator?

Where did you start to work as an intercultural mediator?



What kind of contract do you have?

- Part-time?
- Working as a volunteer?
- Employed (permanent, self-permanent)
- As private entrepreneur
- Other

Who is your employer?

- NVO
- Public sector
- Private sector
- Association
- Self-employed
- Other

Which challenges do you experience?

What is the impact of your professional role in your field of intervention? (added value)

- The level of understanding goes up /changes positively / negatively
 - More cultural enrichment sharing cultural rituals/practices
 - More pedagogical approaches
 - More understanding among mediator and refugee
 - More understanding among parents of refugee and the educational/health/social system
 - Higher well-being among refugees
 - There is no impact at all
 - Other
-

Which emotions did you experience during the process?

- Incompetent
 - Stressed
 - Frustrated
 - Resigned
 - Challenged
 - Curious
 - Excited
 - Connected
 - Other
-

Which soft skills are fundamental in your work?

- Empathy



Listening

Ability to relate

Initiative

Problem solving

Curiosity

Other

Which solutions would you appreciate to become an integrated member of the community in the receiving country? (open question)

Which soft skills are fundamental in your work?

Empathy

Listening

Ability to relate

Initiative

Problem solving

Curiosity

Objectivity

Other



Questions for intercultural mediators of refugees (with no refugee background)

What is / was your training?

What is your training? What kind of training did you have to pass to become an intercultural mediator?

In which field do you work?

- School and education
- Reception of migrants
- Social and welfare
- Health
- Other (sports coach, private childcare...)

How many refugees do you currently work with?

How many refugees have you already worked with?

How did you get your job as an intercultural mediator? What helped you?

When did you start to work as an intercultural mediator?

Where did you start to work as an intercultural mediator?

What kind of contract do you have?

- Part-time?
- Working as a volunteer?
- Employed (permanent, self-permanent)
- As private entrepreneur
- Other

Who is your employer?

- NVO
- Public sector
- Private sector

- Association
 - Self-employed
 - Other
-

Which obstacles did you encounter to become an intercultural mediator?

Which challenges do refugees experience?

- Language level (explain)
- Clashing cultural norms (explain) – integration in the society
- Trauma (fleeing or other causes (explain)
- Lack of citizenship education (explain)
- Lack of public information (doing documents, health care, education, accomodation, ...)
- Other

How do you address these challenges?

- I don't have a particular strategy. I try out per person.

(How do you try? Do you have a theoretical background on how to approach these situations?)

- I explain our rules as good as possible so they can succeed.
- I use arts, talking circles ... to talk about emotions (give examples)
- I invite refugee colleagues to help me
- I invite experts for our staff meetings
- I invite refugee teachers for our pedagogical days



- I participate several courses and workshops
- Ad-hoc strategy (consulting per person)
- Others state which

How does it make you feel to be an intercultural mediator?

- Incompetent
 - Stressed
 - Frustrated
 - Resigned
 - Challenged
 - Curious
 - Excited
 - Connected (emotional attachment to students)
 - Proud
 - Other
-

Which soft skills are fundamental in your work?

- Empathy
 - Listening
 - Ability to relate
 - Initiative
 - Problem solving
 - Curiosity
 - Objectivity
 - Other
-

