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General Overview of Needs Assessments



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MEDIA EDUCATION
FOR HUMAN RIGHTS

Credits

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MIGRA-TED: Migrations and human rights enhanced through Technology in Education

Agreement number 2017-3008/001-001

Project number 592168-EPP-1-2017-1-IT-EPPKA3-IPI-SOC-IN

General Overview of National Needs Assessments

Italy, Portugal, Greece, Slovenia, Cyprus

Analysis of the Questionnaire:

“Migrations and human rights enhanced through technology in Education”

The research

The Needs Assessment has been carried out from March to August 2018 in a two-steps process: a mapping phase and a survey phase. On the first stage, institutes and organisations responsible for formal and non-formal education project have been mapped and contacted in Italy, Portugal, Greece, Slovenia and Cyprus.

This process has been lead by each country’s partner with the key-support of local partners and local stakeholders, involving a network of hundreds of schools, education institutes and centres, professionals of formal and non-formal education, civil society’s organisations and groups.

More than 400 organisations have been mapped by MigratED partners, informed about project objectives and foreseen activities, and invited to take part to the research.

The on-line questionnaire elaborated by the partners’ consortium has been translated in Italian, Portuguese, Greek and Slovenian languages and then sent through different communication channels. Overall, 285 questionnaires were accurately completed by professionals of formal and non-formal education of the countries mentioned.

Overall results of the Needs Assessments

While in Italy and Portugal the survey reached quite a balanced public of respondents representing formal and non-formal education, the case was different for other countries, namely Greece and Slovenia. In Greece, a relevant majority of teachers and professionals working in the formal education system (71%) has been involved in the research, while in Slovenia only 32% of respondents employed in schools and other institutions of formal education.

In all countries, the majority of respondents are female, with 10 to 20 years of experience in education, with a peak of 20 years of experience when considering Greece, where respondents are older.

When assessing their knowledge about the issues linked to the sphere of Global Citizenship Education, respondents from Greece and Slovenia declare very good knowledge in all topics presented, while respondents from Portugal define it as good. Cyprus and Italian respondents assess it as poor. Questionnaire findings in Cyprus show a knowledge gap namely in Global Citizenship Education, Migrations, Intercultural Dialogue, International Cooperation and Peace Education, mainly in case of formal education setting. This shows the greater need to enhance the knowledge about these issues in some countries.

Despite differences, all respondents agree that these issues are very important and say they do not feel uneasy to deal with them, though a considerable number of respondents from Italy and Cyprus don't feel to possess the adequate tools to do it and wish to strengthen his/her ability through innovative methodologies. On the other side, all respondents declare that when these issues happened to be addressed, the youngsters' reaction was positive.

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Concerning the use of media and ICT, in nearly all countries the use of technologies in the work context is considered fair, even good in Greece, with the exception of Portugal respondents who declare a lack of technology means and equipment in most of the public schools of the country. When asked to list the media and ICT they use in the education process, most of them mention videos and web-documentaries; blogs, presentations, audio and social media are used as well by some respondents. To be underlined that the majority of professionals filling the questionnaire had either none or just once attended to a training on ICT, exception made with Greek respondents who attended one more than once. Special attention needs to be drawn to Italian respondents, whose 50% never took part in such a training and seldom uses media and ICT for work purpose.

All respondents say that they are keen to take advantage of digital tools to tackle Global Citizenship Education, as they believe these tools can support traditional lesson-methods, facilitate dialogue opportunities, and arise youngsters' interest and involvement. For these reasons, respondents are interested in taking part to a training on the use of media and digital tools, declaring to appreciate if the training is officially recognised but willing to take part in any case.

The expectations expressed in all national contexts about a training are high, as respondents look for new teaching methodologies and approaches to deal with contemporary issues, in the framework of social, economic and political fast changes. Hence, the training in the use of digital tools and ITC is further appreciated if it can provide for tools for addressing above-mentioned themes, enhance active critical thinking among youngsters and provide for up-dated knowledge of migrations.

Overall recommendations on training objectives:

According to National Reports of Needs Assessments, MigratED partners organisations have agreed in the following recommendations concerning the objectives of the Training of Trainers:

- The training must support teachers and professionals with innovative methodologies for the education of GCE themes
- The training must develop new didactic approaches for the daily and practical use of digital technologies as a tool to deal with GCE in formal and non-formal education contexts
- The training must allow participants to share good and creative practices on the use of digital technologies for GCE
- The training must promote a multidisciplinary and combined methodologies approach