

WelComm: Communication Skills for Integration of Migrants Erasmus+ Programme 2014

SUMMARY OF RESULTS OF THE NEEDS ANALYSIS

Target group: Migrant families

This report presents the summary of the results of the survey on needs analysis of the migrant children carried out in the context of the Welcomm project.

Who should be the participants (target population)?

It was decided by the partnership to develop a survey based on two questionnaires: **one** focused on the migrant families and **the other** focused on the language educators, volunteers and migrant organizations.

Questionnaires were viewed as an objective research tool that could produce general results in a short time.

They were structured in a very simple way and this summary of the results reflects the same structure.

Where and how long was the survey conducted?

The survey was carried out in six partner countries involved in this project: **Bulgaria, Cyprus, Italy, Netherlands, Portugal and Spain, in December 2014 and January 2015.**

Number of questionnaires collected in:

BULGARIA , CYPRUS, ITALY, NETHERLAND , PORTUGAL , SPAIN : 310

Profile of the respondents

The first part of the questionnaire (questions from 1 to 9) is aimed to characterize the population of respondents related to migrant families, in general terms asking for information about their age, level of education, country of origin, number of years living in the host country, the language they speak at home with their children, their level of awareness on the necessity of language learning in the host country.

The second part (questions from 10 to 12) is aimed to evaluate the priorities for the development of language learning resources for migrant children in pre-primary and primary school age. All those resources will be components of the Multimedia Learning Kit.

Countries:

The questionnaires were taken in six Welcomm project partner countries, more specifically:

- **Bulgaria**
- **Cyprus**
- **Italy**
- **Netherlands**
- **Portugal**

- **Spain.**

1. Gender:

These questionnaires were answered by 310 individuals.

More than half of them are female (61,6%, against 38,4% of male respondents).

Male	119	38,4%
Female	191	61,6%
Total	310	100,0%

2. Age

The majority of the participants' age referred to the interval of 30-39 years old (42,3%), followed by a younger group on their twenties (32,6%) and by the ones in their forties (19,7%).

The individuals younger than 20 years old were the least represented in the respondents' universe (1,9%).

Under 20 years old	6	1,9%
20-29 years old	101	32,6%
30-39 years old	131	42,3%
40-49 years old	61	19,7%
50 years old and above	11	3,5%
TOTAL	310	100,0%

3. Level of education

More than a third of the respondents (36,5%) hold secondary education, followed by those whose qualifications relate to vocational education (21,3%).

As for the remaining answers, there is a considerable frequency regarding higher levels of education (12,6% and 10,3% for bachelor and master degree, respectively), when compared to 11,6% concerning elementary education.

Elementary education	36	11,6%
Vocational education	66	21,3%
Secondary education	113	36,5%
Bachelor degree	39	12,6%
Master degree	32	10,3%
Other	22	7,1%
Did not answer	2	0,6%
TOTAL	310	100,0%

4. Participants' origin

The respondents come from a wide range of countries (46) distributed all over the four largest continents in the world (Australia and Oceania is the only continent where none of the participants come from).

More precisely, respondents come from 12 countries both in the cases of the African and European continents, from 11 Asian countries and from 9 American ones. Plus, there are respondents having Russia and Turkey as their origin countries, two countries whose territories cross both the European and Asian continents.

Hereby follow the respondents' origin countries grouped by continent.

Africa	Algeria; Cape Vert; Cameroon; Congo; Guinea; Morocco; Nigeria; Rwanda; Somalia; South Africa; Sudan; Tunisia.
America	Argentina; Bolivia; Brazil; Colombia; Ecuador; Peru; Republica Dominicana; USA; Venezuela.
Asia	Afghanistan; China; India; Iran; Iraq; Kazakhstan; Lebanon; Nepal; Pakistan; Palestine; Syria.
Europe	Albania; Bulgaria; Croatia; Germany; Italy; Kosovo; Moldova; Poland; Portugal; Romania; Spain; Ukraine.
Europe and Asia	Russia; Turkey.

5. Arrival in the host country

As regards to participants' date of arrival in their host country (and except for the year of 1977, to the ones referring to the first half of the 80's and to the years of 1990 and 1992), multiple answers were uninterruptedly given for every each year starting in the mid 90's and up until 2014.

6. Participants' native language

The wide range of origin countries (46) can explain the multiplicity of languages identified by the respondents as their native ones (29).

Albanian	English	Italian	Romanian
Arabic	Fang	Lingala (Congo)	Russian
Assyrian	Farsi	Medumba (Cameroon)	Somali
Bamileke (Cameroon)	Fé fé (Cameroon)	Moldavian	Spanish
Bulgarian	French	Nepalese	Turkish
Chinese	German	Polish	Ukrainian
Croatian	Hindi	Portuguese	Urdu

7. Language spoken with participants' children at home

The diversity observed in terms of native languages amongst the participants (29) is rather entirely reflected in the variety of languages that they speak with their children at home (30).

The only exceptions occur with three languages: Hindi, Dutch and Greek. More specifically, the first one is pointed out as a native language but does not appear in the list of answers concerning the languages spoken with children at home. On the other hand, the second and third languages are not mentioned by the respondents as native languages but are identified as languages spoken at home with their children.

Albanian	English	Italian	Russian
Arabic	Fang	Lingala (Congo)	Somali
Assyrian	Farsi	Medumba (Cameroon)	Spanish
Bamileke (Cameroon)	Fé fé (Cameroon)	Moldavian	Turkish
Bulgarian	French	Nepalese	Ukrainian
Chinese	German	Polish	Urdu
Croatian	Greek	Portuguese	
Dutch	Hindi	Romanian	

8. Languages spoken by participant's children

Respondents' children usually speak both their native language and the one of their host country, as well as English.

9. Importance of language learning from early age for participants' children

The vast majority of the respondents (93,2%) consider that language learning from early age is important for their children, while only 6,8% do not believe so.

Yes	289	93,2%
No	21	6,8%
TOTAL	310	100,0%

10. What language learning materials do you consider adequate for children?

In terms of participants' preferences concerning learning materials targeted for children, language games gathered about a quarter of the answers (24,3%).

Animated films got nearly a fifth of the answers (19,2%), followed right after by the songs' choice (18,7%).

Online tools/products were the least chosen (9,5%), together with exercise books (13,7%) and comic books (14,6%).

Language games	245	24,3%
Animated films	194	19,2%
Comic books	147	14,6%
Online tools/products	96	9,5%
Songs	188	18,7%
Exercise books	138	13,7%
TOTAL	1.008	100,0%

11. Five priority topics to be developed in the learning materials according to its relevance

According to the relevance given to each item by the respondents, the five priority topics selected were as follows:

- Family
- School life
- House
- Nutrition /healthy food
- Games

12. **Five priority objects** to be developed in the learning materials according to its relevance

Based on the relevance given by the participants to each of the items, the five priority objects selected were the following:

- **Numbers**
- **Parts of the human body**
- **Colours**
- **Animals, plants**
- **Seasons, months and days**

Final Notes

In most recent years, greater attention has been given to the role of early childhood education programmes in promoting the language and literacy skills of pre-primary and primary school-age children. As widely recognized, the early years of a child's life are a critical time for acquiring important language and literacy skills. Researchers, educators, parents, and policy makers are increasingly coming to the conclusion that more effort needs to be given to strengthening the quality of child care programs.

Findings from this and other studies indicate that there are factors that influence the ability and willingness of early childhood educators to promote important language and literacy activities in their schools and institutions.

When children have opportunities to play together, work on projects in small groups and talk with other children and adults, their own development and learning are enhanced. Interacting with other children in small groups provides a context for children to operate on the edge of their developing capacities. The learning environment enables children to build understanding through interactions with adults and other children. It provides a variety of materials and opportunities for children to have meaningful experiences.

Having in mind that early language learning should be integrated into contexts in which the language is meaningful and useful, such as in everyday or playful situations and that social relationships are an important context for learning, **the partners discussed and compared the results from the surveys and decided to incorporate a wide variety of methodologies, topics, objects and contents into the materials to be included in the Multimedia Learning Kit for Migrant Children.**

Therefore, a wide range of resources, such as short stories, games, illustrations and colouring books will be produced to assist a more attractive and multisensory approach to language education in this age.

Those resources will cover the following issues:

Priority topics:

- Family
- School life
- Nutrition / Healthy food
- Games (Sports to be included in games)
- House

Priority objects:

- Numbers
- Colours
- Parts of the human body (Personality features to be included in the parts of the body)
- Animals, plants, etc.
- Seasons, months, days

Language games: (Songs to be included in games)

- Motion games
- Colouring books
- Board games (Domino to be included in board games)
- Memory cards
- Puzzles.

In summary, both of these exploratory questionnaires held - among migrants and language educators working with migrant children - aimed at accomplishing a survey on identifying the **needs of the target groups** related to cultural and language information in order to develop **basic communication skills of migrants**.

Since **migrant children in pre-primary and primary school age** are one of the target groups of this project, it is essential for their educational, social and cultural integration **to develop a didactic approach for development of basic speaking and comprehension skills**.

As a result, the development of these resources, specifically tailored for migrant children and accredited throughout this exploratory exercise, shall provide **opportunities for an equal start in education for migrant children in pre-primary and primary school age**, one of the major objectives of the Welcomm project.