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Report

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ERASMUS+ For Security (E4S) Project

Pilot Training and Evaluation of the Results of the Training

The ERASMUS+ For Security (E4S) Project, in the spring of 2018, proceeded to the stage in which it was possible to try out the teaching materials produced in the project. The teaching material is divided into four units: Facts, Cultural Knowledge, Interaction Skills and Working Environments, 20 lessons in all. Teaching materials were chosen for each unit, and resulted in materials for seven lessons for each unit.

All the partners in the project organized training in the agreed period, in spring of 2018. The aim was to choose teaching materials which correspond to the challenges that emerged in the first questionnaire, and would be adaptable for the curriculum in each country and in each training course.

After the training, the students answered the same broad questionnaire, which was made at the beginning of the project, in order to discover what teaching materials are needed. In addition, students and trainers answered a short feedback questionnaire. The results of this questionnaire are described at the end of this report.

Initially, the aim was to train the students who had responded to the first questionnaire with the teaching materials made for the project. In this manner, it would have been possible to observe the effectiveness of the materials and to examine areas for development. The original questionnaire was, however, very wide-ranging in scope, and as it was given to many unnamed actors in the safety and security field, this resulted in the original aim not being achieved. On the other hand, the questionnaire reached a large number of actors in the field from different backgrounds and thus a wealth of background information was collected. This report compares the responses from the first





questionnaire to the responses of the questionnaire given after the pilot training to students.

Preparing the Questionnaire

Initially the questionnaire was made at Savo Vocational College in the fall of 2016. The project partners commented on the questionnaire and it was modified several times before it was published in Finnish, English and Hungarian. The second questionnaire given in the spring of 2018, was identical to the first questionnaire, except for the introductory remarks.

Time Period

The second questionnaire was open from March 1 to April 13, 2018. The pilot training course was to be held during this time period, and it was to be held during one school day.

Target group

The pilot course was taught to safety and security students. The training was carried out in the project partner organizations in Finland, the Netherlands, the UK and Ireland, and in Trebag, Hungary, by special arrangement. (Hungary does not actually have organizations that provide training in the safety and security field similar to the countries in the project).

Respondents

There were 99 respondents to the questionnaire. The responses were divided as follows: there were 54 Finnish language, 34 English language and 11 Hungarian language responses. Participating in the project were five schools from Finland, two from the Netherlands, one from the U.K. and one from Ireland. The majority of respondents were Finnish, and some of the Finns answered the English language questionnaire. For some reason the students from the Netherlands failed to answer the questionnaire.

The respondents were made up of slightly more than 30% women. The overwhelming majority of the respondents were young people, 16-24 year olds. All the respondents were safety and security field students. Most of the respondents had studied in the safety and security field for 1-3 years and only a few had work experience in the field.





There were 635 responses by actors in the safety and security field to the first questionnaire. Of these, the responses by students were separated, and then examined and compared to the responses to the second questionnaire. There were 417 student responses to the first questionnaire.

Classification of Questions

The questions were classified into background information questions as well as into different categories of questions not related to each other. After the background information questions, the next category of questions was about beliefs on multiculturalism. After these questions, respondents were asked to evaluate their multicultural knowledge and skills. Then after these questions, respondents were asked to give opinions on different aspects of multiculturalism.

The next group of questions concentrated on safety and security training, work tasks and multiculturalism in safety and security work. If a student or employee had been involved in a conflict situation at work or during an on-the-job training placement involving a foreigner, then the respondent would be asked several additional questions on conflict situation management. Finally, the respondent was asked to describe what kind of multicultural training would be needed for working in the security field. There were a total of 41 or 45 questions.

Guidelines from Second Questionnaire Results

The students felt that they knew about multicultural related issues to some extent, but young people still need clarity and certainty in multicultural issues. In the first questionnaire, the respondents were mostly curious and interested in multiculturalism, and their desire and need to learn more became obvious. In the second questionnaire, the responses were slightly more neutral, or slightly less interested. On the basis of the second questionnaire, students were significantly more positive towards immigration resulting from natural catastrophes or the desire for a better life.





Knowing about multiculturalism was regarded as a strength slightly more than in the first questionnaire. On the basis of the responses to the second questionnaire, it was easier for students to identify people of other cultures, even though a large part of the respondents were from areas which do not deal with other cultures daily. In the questionnaire given after the training, students felt they had somewhat better knowledge of where to find more information about backgrounds and customs of different cultures. This result, as well as the significant improvement in the students' understanding of the differences between the terms refugee and immigrant, is due to the success of the pilot training. The young people also wanted to learn more about the reasons for immigration and for people becoming refugees, as well as more about the differences between the customs of different cultures.

The respondents were very aware that this work includes, and will include in the future, working with customers (and fellow workers) of many different cultures, although in small towns especially there might not be even weekly contact with foreign cultures. The majority of respondents felt that it was important to learn about the values, religion and customs of other cultures, even though there were slightly more neutral responses than in the first questionnaire.

The interpretation of the second questionnaire showed that students showed a slight improvement in recognising the differences between social interactions and threatening situations. The most challenging issues were the same as in the first questionnaire, issues of language and uncertainty about foreign cultures and customs. Responses concerning dressing in a different manner from the dominant culture and wearing clothing which covers the face, were slightly more neutral or threatening than in the first questionnaire.

In general, there were more neutral responses throughout the second questionnaire than in the first questionnaire. Many of the negative statements, for example, Question 29 "Women are less respected in immigrant groups," Question 30 "People with an immigrant background are less educated," or Question 31, "People with an immigrant background are violent by nature," had more neutral responses than in the first questionnaire. This could be interpreted to suggest that the





students wanted more information and only then could assess people of other cultures. After the pilot training, the young people had less belief that immigrants come to another country in order to receive social benefits, and significantly more young people believed the sight of a uniform could be frightening to immigrants.

In both questionnaires, under 30% of the students had gotten into a conflict situation involving people from other cultures, during an on-the-job training placement or at work. After the pilot training, the students were clearly more confident in their knowledge and skills to manage in such a conflict situation, in which there were also people clearly from other cultures. They thought somewhat more neutrally about the significance of their knowledge and the difficulty of solving conflicts involving different cultures, than in the first questionnaire, in which the extremes of the responses were seen more clearly.

An indication of the success of the pilot training was also that the responses to the following questions had become significantly more positive: Question 35 “I have received sufficient knowledge of how to encounter people from different cultures in my education.” Also the responses to Question 36 (“The education in multiculturalism and the encountering of different cultures has been broad and multidimensional”) were more positive and more neutral, as well as regarding to confidence in one’s own ability to recognize and understand cultural differences. The need for more training had more neutral responses than in the first questionnaire, that is, the need for more training was not seen as necessary as in the first questionnaire. The pilot training had obviously succeeded in its content. This result, and the other responses to this questionnaire, may have also been affected by the immigration situation, news coverage and considerably less attention being given to these issues by the media, than at the time of the first questionnaire.

An interesting detail about the safety and security workers clothing was revealed in the questionnaire concerning safety and security workers clothing and inspiring respect. According to the new responses, people of other cultures responded more respectfully to a uniform than in the





first questionnaire. Safety and security students also were more knowledgeable about the equal treatment of people, because in the responses to the questionnaire after the pilot training, the responses showed that it was significantly less acceptable to pay special attention to immigrants.

Pilot training

Teaching materials for 1.5-2 hour lessons were used in the pilot training and these were consisted of four areas: Facts, Cultural Knowledge, Interaction Skills and Working Environments. The training was easy to organize for students at school, but since some of the students were on on-the-job learning, they were not available during the scheduled pilot training period. In spite of this, the teachers were very successful in organizing the training. There was a failure in the giving of the questionnaire. Although the pilot training was held in the Netherlands, there was only one student response from schools in the Netherlands to the questionnaire. This could distort, for example, the respondent profiles and the number of average contacts with immigrants.

A teaching plan including seven lessons to be implemented in one day can be a little challenging. On the other hand, these teaching materials were planned pedagogically, and were assembled into a varied and multi-faceted set of lessons which included exercises and discussion. The students were given the questionnaire immediately after the training, without any time for reflection, and this could slightly distort the responses. On the other hand, the lessons were fresh in their minds.

The teaching materials for the ERASMUS+ For Security (E4S) Project consist of 20 lessons, which can be implemented by training staff as they see fit. The learning outcomes of the training after completing the set of lessons are more significant and the results are longer lasting than would come from a short course of seven lessons.

At the end of the questionnaire was an open question for the student to write about what kind of training they thought was needed for interactions with other cultures. The comments were similar to the responses in the first questionnaire. Some excerpts:

”Enemmän tietoa mitä tehdä eri kulttuurin omaavan kanssa.”





"En varmaan minkäänlaista, koska nykyään netistä voi itse ottaa selville tosi paljon asioita."

"Tietää tapoja mitkä loukkaa heitä ja muuta vastaavaa."

"Harjoittelua toisen kulttuurin edustajan kanssa, että saisi paremmin harjoitusta tositilannetta varten."

"Tilanneharjoituksia jossa kohdataan ulkomaalaisia."

"Opetusta eri kulttuurien käytöstavoista. Esimerkiksi mikä voi olla loukkaavaa muissa kulttuureissa, joka taas on meille normaalia ja arkipäiväistä."

"Social skills, the understanding of more different cultural backgrounds and knowing how to search for more information about different cultures."

"Language skills, good communication, awareness of new cultures."

"How to deal with a problem in the right way without creating any violence or hurting the individual."

"More awareness of individual cultural patterns, more tolerance, more acceptance of others."

In the first questionnaire there were some hateful and racist comments related to people of other cultures. In this second questionnaire for students only, there were none of these comments.

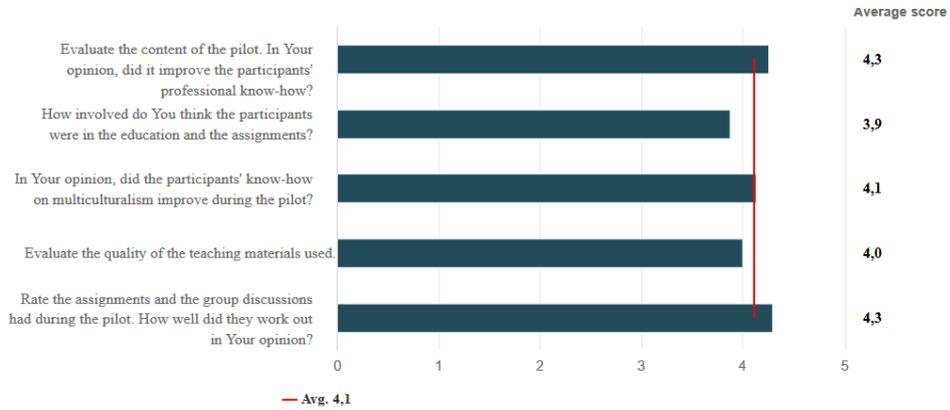
Feedback Questionnaire

The purpose of the feedback questionnaire was to assess the pilot training and the quality and usability of the teaching materials. The feedback questionnaire was given to both trainers and students. There were 8 responses from trainers and 78 responses from students.

The views of the trainers on the quality and effectiveness of the teaching materials were good, an average rating of 4.1 (Table 1). According to the trainers, the teaching materials improved student professional and cultural know-how very well, an average rating of 4.1. The trainers felt that the students were involved in the tasks and in the training, an average rating of 3.9. The teaching materials were rated as very good, an average rating of 4. The tasks and group discussions were also highly rated, an average of 4.3.



Table 1. Trainer Responses



There were also found to be areas for improvement. In the opinion of many respondents, seven hours of time was not enough, although this was also seen as good because of the enthusiastic discussions that occurred. The videos were thought to be too long and vague. In addition, there was a desire for more detailed instructions for trainers, and for more interesting materials. Some examples of responses:

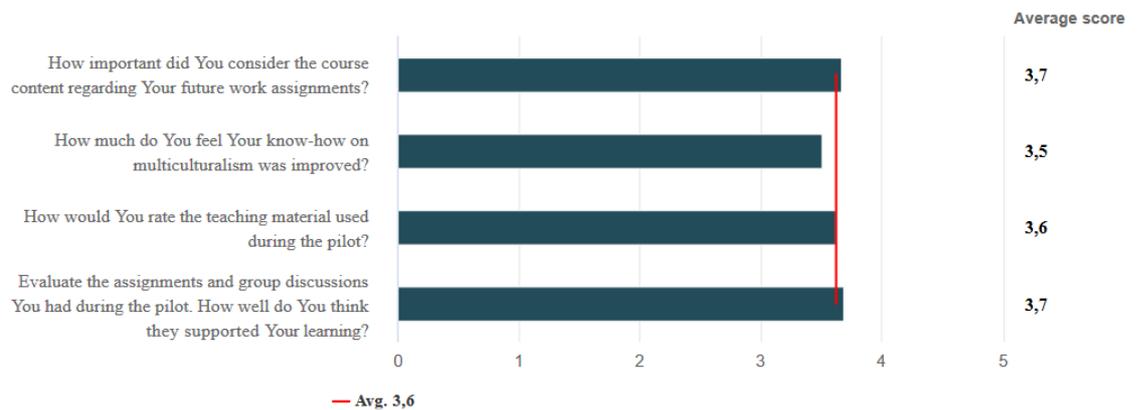
“I would allow for more group work and discussion elements to the programme. Overall though, it was a success with students expressing a good level of interest in the course. It was a positive thing to run all the sections together on the one.”

“We should have more time for the course. This is not a trouble in the future. Assignments took more time that we thought, but we had good conversations with the students which is the most important thing. For this reason we had not so much time for the last part of the course. It would be also usefull to have some examples for the working environment's part what the student needs to know. And also some more practical exercises with good instructions.”

The students had a slightly more negative view of the training, although their average ratings reached levels of good and very good (Table 2). The course group discussions and the course content regarding future work assignments received the best ratings (average rating of 3.7). The teaching materials received an average rating of 3.6 and improvement of

my own know-how of multiculturalism received an average rating below 3.5.

Table 2. Student Responses



As a whole, the views of the students of the training were good, although certainly there were exceptions found among the 78 students responses, as seen in Table 3. Every trainer can recognize these types of respondents in their own student groups. It is especially positive that the majority of students thought that the course contents, the teaching materials and the exercises were good or excellent and beneficial.

Table 3. Learning and Teaching Materials

	1	2	3	4	5	Total	Average	Median
How important did You consider the course content regarding Your future work assignments?	1	5	31	23	18	78	3,67	4
	1,28%	6,41%	39,74%	29,49%	23,08%			
How much do You feel Your know-how on multiculturalism was improved?	3	9	27	24	15	78	3,5	3,5
	3,85%	11,54%	34,61%	30,77%	19,23%			
How would You rate the teaching material used during the pilot?	1	7	25	33	12	78	3,62	4
	1,28%	8,97%	32,05%	42,31%	15,39%			
Evaluate the assignments and group discussions You had during the pilot. How well do You think they supported Your learning?	2	4	30	23	19	78	3,68	4
	2,56%	5,13%	38,46%	29,49%	24,36%			
Total	7	25	113	103	64	312	3,62	4

The students also had constructive and supportive comments on how to improve the teaching materials. There were not any irrelevant or very critical comments. Here are some excerpts:



"Make it more interesting with more role playing and games with whole class and make so that it makes more sense (the alien question)."

"Enemmän visuaalista sisältöä."

"Suomeksi"

"More exercise more time for the lessons."

"Use more examples on reality, bring in people, bring in the ones who have been in the thick of it!"

"Less text more picture more explanation and exercise."

"Very good." This comment was repeated many times.

The teaching materials are in English and there were surprisingly few negative comments about this (as the majority of respondents were Finnish students, this could have led to much commentary). The vocational institutes were especially pleased that the students could use a foreign language in situations other than in language lessons.

Final Remarks

The purpose of the ERASMUS+ For Security (E4S) Project is to produce teaching materials for safety and security students and employees, who work in a multicultural society. It also the intention that the teaching materials are multifaceted and modern, support group learning, are suitable for international use, and are flexible and modifiable.

Some of the teaching materials which have been produced have already been tried out at this stage in the project. The teaching materials have been well-made and are appropriate for the teaching. Based upon the questionnaires, the prepared material has been found to be very functional and modifiable, and corresponds to the needs of the students.

