



Silja Salminen, Aku Oksala

Savo Vocational College

70100 Kuopio

silja.salminen@sakky.fi

Europe for Security Project

Survey for students and operators in the Safety and Security field

Report

2.5.2017

The questionnaire was created at Savo Vocational College in the fall of 2016. The project partners commented on the questionnaire well before the publication of the questionnaire. The poll was published in Finnish, English and Hungarian.

Duration 21.11.2016 – 15.1.2017.

Target groups	The target groups were safety and security students, teachers and security company employees. A number of educational institutions which offer safety and security training in Finland, the Netherlands, the United Kingdom and in Ireland, as well as security companies and public actors in Finland, the Netherlands, the United Kingdom and in Ireland, as well as in Hungary.
Reporting	Safety and security teachers gave the questionnaire to the target groups in educational institutions, to second year and to company employees. In Hungary, employees of the project partners gave the questionnaire to companies and to the public sector. The link for the questionnaire was also published in the safety and security field online magazine in Finland.
Respondents	There were 636 respondents to the questionnaire. The respondents were divided as follows: 427 in Finnish language, 139 in English language (40 from The Netherlands, 57 from Ireland, 1 from Finland, 4 from Hungary and 37 from Great Britain), and 69 in Hungarian language. Of the educational institutions which participated in the project, 5 were from Finland, 2 from the Netherland, 1 from Great Britain, and 1 from Ireland. Hungary does not specifically offer training in safety and security. These factors partly explain the small number of respondents in some of the partner countries. . The respondents' country of residence was more or less in accordance with the language of the questionnaire, with the exception of the English language questionnaire.





Less than 1/3 of respondents were women. The overwhelming majority of the respondents, about 450, were 16 to 24 years old. The respondents, however, were from all age groups. Most of the respondents were students, over 400, but there were also more than 200 people working in the security sector: employees, managers, teachers, etc.

Most of the respondents had studied in the security field for less than a year, and over half of the respondents had no work experience in the field. The main purpose of the project is to provide learning material that would be good to try with students. Actually the main focus of the questionnaire was on students who had not studied long in the field. The purpose was to create new training materials. The effectiveness of the questionnaire can be tested by giving it a second time to the students.

Classification of Questions

In addition to the background information questions, there were also questions of different categories, not related to each other. After the background information questions, the next category of questions were about beliefs on multiculturalism. Next respondents were asked to evaluate their multicultural knowledge and skills. Then respondents were asked to give opinions on aspects of multiculturalism.

The following set of questions concerned safety and security training, work assignments and multiculturalism. If a student or employee had been involved in a conflict situation in which one of the parties was a foreigner that took place during an on-the-job training placement or at work, then the respondent would be asked several additional questions about how to manage a conflict situation. 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.

Analysis of Workshop Answers from the Netherlands, Groningen 13. – 17.3.2017

Aku Oksala had combined the responses from the questionnaires into a report which was presented at the Groningen meeting. In this meeting, we discussed the report, the answers to the questionnaires, and what issues should be considered when planning and implementing training materials.





The groups at the workshop made the following observations about the questionnaire report. There were inconsistencies in responses to the questionnaire. Students and company employees thought they understood issues related to multiculturalism, but there it came out that in many contexts there was a lack of knowledge, as well as fear and uncertainty. In particular, it was found that young people would need more clarity and certainty in multicultural issues. A curious and interested attitude in multiculturalism was mostly shown by the respondents as well as a desire and need to learn about multiculturalism. Surprisingly, even present day students and company employees from the countries participating in the project, did not have daily contact and interaction with people of different cultures.

It was shown by the results of the questionnaire that there was a desire for knowledge about multiculturalism, but not for opinions and viewpoints. A need for practical tools and methods for multicultural work was shown, that could be used in interactions with other cultures and would not be offensive. The respondents were very aware that this work includes, and will include in the future, working with customers (and fellow workers) from many different cultures. The majority felt that it was important to learn about values, religion and customs of other cultures, even though these are foreigners who have come to their countries. A quote from the questionnaire: "I have worked in a reception centre as a security guard and everything related to culture I have had to learn on my own. In the beginning, it made the work very challenging. There should absolutely be cultural and language training."

To some extent, there were hateful and racist comments. In addition, there were comments in the vein of "when in Rome, do as the Romans do," or comments that were not in alignment with the principles of customer service. These hateful comments, which were directly in the most part at refugees, fortunately were few. In the future, knowledge and knowhow could lessen uncertainty and fear. A fear of the unknown could cause hateful and thoughtless speech and actions.





What Kind of Training Based on the Survey?

Based upon the responses to the open questions of the questionnaire, future and present day operators in the safety and security field wish for training and more information about different religions, cultures and customs, communication (verbal and nonverbal), political issues, and information about the situations in countries from which foreigners come from. A few direct quotes from the survey described what kind of training was hoped for: “Training on the customs and values of different cultures,” “Cultural knowledge, information about the present situation in a country, the educational level, the history, and the religion of that country,” “Practical based training.” The respondents also wished for more training in the management of conflict situations, and also practical advice and guidance, as well as actual training in working with foreigners.

It seemed necessary to clearly define and clarify concepts. Even though in the making of the survey, there was an effort to use terms that would define foreigners as a group including tourists, students, workers, as well as refugees, the majority of the respondents felt that the survey concerned refugees only. There were also inappropriate and racist comments, but the majority of the comments were enlightened, optimistic, and showed a desire for knowledge. According to one respondent, “All training is good- these people have come here and we have to get along with them.”

Next Step

In the workshops it was agreed that the making of training material would proceed in this manner: Sedu and Trebag (Hungary), would start making training materials by collecting facts about issues in the questionnaire which were felt to be unclear. The schools in the Netherlands (Alfa Collega and Roc Riese Poort) will make materials about multicultural themes that came up in the survey. The representatives from Great Britain and Ireland (CWA and GTI) would make materials on communication skills. It was agreed the Finnish schools (Amisto, KSAO and Varia) would concentrate on making materials related to work environment.

The plans for the making of the materials is intended to be ready by May 8, 2017 and collected in the GoogleDrive form designed by Sedu.





E4S –Erasmus+ for Security project

The Multicultural Society material should consist of 20 lessons, about 5 lessons on each of the above-mentioned themes.

The themes are analysed by the needs that came up in the survey for example, human rights, religion, customs, customer service, nonverbal communication, empathy skills, stress management, and negotiation skills. In addition concentrating on different work environments, work attire and behaviour at work, critical thinking as well as the differences between opinions and facts.

In Conclusion

The purpose of the E4S project is to produce training materials in multiculturalism for students and employees in the safety and security field. The purpose is to consider pedagogical aspects and the training materials should be versatile and modern, should support learning, could be used internationally, are flexible, and easy to adapt.

The questionnaire is to be redesigned in the spring of 2018 when the training materials have been tried out upon the same students who were give the questionnaire in the first stage. In this manner, the effectiveness of the training materials and areas for development will be seen.

