

Report on the Evaluation Activities in the Framework of the INTEGRATION-Project



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0. Introduction

In the framework of the INTEGRATION project an evaluation approach was developed by Prof. Dr. Hans-Dieter-Haller from the Pedagogical Seminar. The basic idea of this concept is to carry out the evaluation on three different levels:

Level 1: process evaluation of networking in the partnership

Level 2: procedures and instruments for assessing cultural orientation and its relevance in intercultural training

Level 3: evaluation within the projects, procedures and designs for qualifying in intercultural training ¹

This proposal was presented to the partners at the beginning of the project and further elaborated in the course of the project progression.

The evaluation on *level 1* aimed at proving the usefulness of the network and accompanying activities and products. Thus this first evaluation level deals with the kernel processes of the project, we therefore call it “process evaluation”. Leading questions of this part of the evaluation were:

- What is done/has been done? How is the project INTEGRATION with its elements (platform, conferences, etc.) working?
- What has been offered? What kind of offers and products have been developed within the project?
- How did partners use and apply the new offers and products?
- What will be sustainable? What are the (expected) sustainable effects?
- What will be transferable? What can be transferred to other fields?
- What do the partners wish? How do partners judge the offers and activities?
- What do the partners use? What and how do they use the offers?

¹ The order of levels from the original evaluation concept has been changed because it showed out to be more sensible to assess level 2 before level 3.

On the basis of these leading questions a questionnaire was developed and applied several times within the project. The results were then evaluated by the Pedagogical Seminar. In addition to the questionnaire a final interview was conducted with representatives from the partner organisation. Please find below the evaluationreport on the results of the processevaluation as well as the final interviews in chapter 1.

For the evaluation on *level* 2 different instruments for assessing cultural orientation were presented to the partners at an early stage of the project. From the presented instruments the so-called “Critical Incident Questionnaire” was chosen as a common instrument. This questionnaire was translated by the partners and used by each partner institution in order to assess relevant intercultural communication aspects with their target groups. Please find further information on this part of the evaluation in chapter 2.

The evaluation on level 3 aimed at proving the processes, products, and effects:

- a) for the partners themselves and their “intercultural trainers”(formative evaluation),
- b) for clients, learners, public (summative evaluation)

Due to the heterogeneous partnership it seemed sensible not to realise any developments that would result in a uniform and central collection of data about the target groups (learners), approaches and requirements of the partners being too different. Instead an approach was chosen which is based on the idea that inventories are collections (pools) of measuring instruments or items, designed or configured according to the respective demands of the partners, and which are a stimulus for self-assessment as well as for mutual evaluation. Here different methods of an inspecting evaluation (evaluation by peering, by observing and dealing with the products, by experts and partners) are necessary. It was also proposed not to do any superior data collections regarding the achievements of the learners (tests) but to give incitements by samples of different measuring instruments.

Thus different evaluation instruments were developed by the Pedagogical Seminar and the partners had the choice to select the relevant instruments or adapt them for their own evaluation. The evaluation was carried out by the partners themselves in coordination with the Pedagogical Seminar. Please find below the results, which were evaluated by the Pedagogical in chapter 3.

1. Evaluation of the INTEGRATION Network

1.1. Processevaluation Questionnaire

One part of the evaluation activities in the INTEGRATION network was an internal evaluation of the project itself. The aim of this part of the evaluation was to improve the work in the project. The partners agreed at the first transnational meeting in Göttingen that this could be a useful tool to monitor the project progression.

The processevaluation as it was done in the project has been developed by Jutta List-Ivankovic from the Pedagogical Seminar (University of Göttingen). Please find below her definition of this method:

Process evaluation is a method to support the progression of a project and to ensure its quality. This processevaluation is an internal evaluation, which means that the person who does the evaluation is a member of the project team. The processevaluation is done during the development of the project (formative evaluation). The feedback of the partners is collected systematically and analysed to optimise the project.

The working stages as they were carried out in the INTEGRATION project can be summarised in three main phases:

Preparation:

The questionnaire which was originally designed by Jutta List-Ivankovic was adapted to the INTEGRATION-project and. After each transnational meeting the questionnaire was sent to the partners by e-mail. The partners completed it and sent it back to the evaluation team from the Pedagogical Seminar. The questionnaire included multiple choice as well as open questions. In detail the partners were asked:

1. How do you judge the project progression? (Contacts with partners; Project management; Transnational Meeting)
2. Are you generally satisfied with the INTEGRATION project? (Please give reasons.)
3. What did you like so far?
4. What did you dislike so far?
5. What can be improved in your opinion?
6. What are possible solutions or ways for making improvement?
7. What are positive effects of the INTEGRATION network for you so far?
8. Did you get any perspectives or a fresh impetus which you can use or realize for your own projects?
9. Did you get an impression of what your partners are doing in their institutions?
10. Would you like to have any more information?
11. The working language in the INTEGRATION network is English...how are you getting along?
12. What do you expect or wish for the future work of the INTEGRATION network?
13. What else would you like to tell us (criticism, comments, opinions, ideas etc.)?

Analysis:

The feedback of the partners was compiled in a database system. The multiple-choice items were evaluated statistically whereas the statements from the open questions were summarised. Therefore the complexity of the statements has been reduced and central topics were extracted. After that categories were built to summarise similar answers in one category. This procedure is related to the method of content analysis.

Please find below an example of how the statements were summarised:

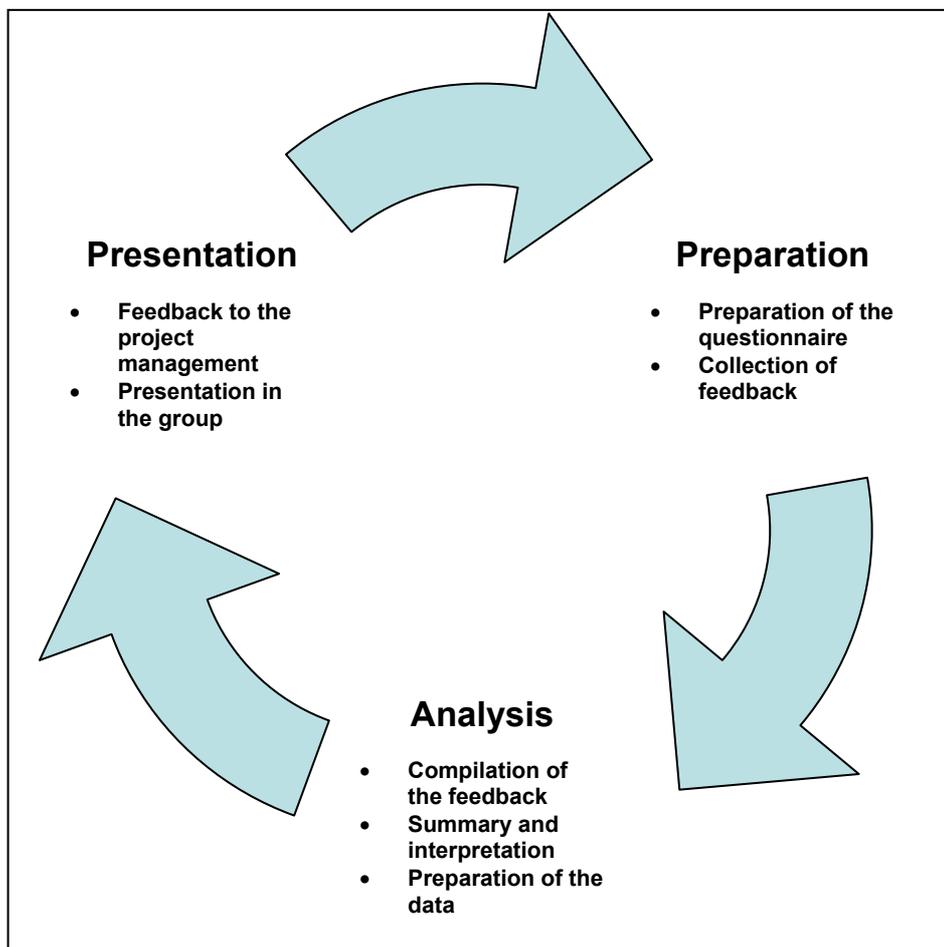
3) What did you like so far?				
ID	Statement	Summarised Aspects		
1	Meeting colleagues from other countries and cultures and learning about the differences	Meeting	Different Cultures	Learning
2	The partnership meetings! Nice to meet nice people from different cultures!	Meeting	Different cultures	
3	Went home with concrete "homework"	Concrete homework		
4	Meetings Project team	Meeting	Project team	

Presentation:

The results were first of all presented to the project management. Thus the feedback of the partners could be used for the further planning and for the safeguarding of the next steps. After that the results were presented to the group at the following transnational meeting. In a following discussion arrangements and decisions concerning the further work of the project were developed together.

The following figure shows that the processevaluation runs circular:

Figure 1: Phases of the process evaluation



The process evaluation was carried out five times during the project, firstly at the beginning of the project after the transnational meeting in Göttingen, at last after the final conference in Göttingen in December. Please find below a summary of the results of the single evaluationreports.

Process Evaluation 1 February 2005:

At the beginning of the project the partners were all in all extensively pleased with the project. The contacts with the partners, the project management as well as the first transnational meeting were judged quite positively. The overall satisfaction was also quite high.

Figure 2: Results from the processevaluation in January 2005 question no.2:



Being asked what they particularly liked, the partners named mainly the interesting subject and the exchange with the other partners, which gave them the opportunity to get new perspectives on the topic of integration. Except of one partner who mentioned the difficulty to have a common philosophy nobody disliked anything so far. In this respect there were also little suggestions for improvement. At this point of time in the project it was too early for most partners to refer to influences on their own work. Instead they were rather expectant but optimistic about the future collaboration and sharing of experience. And they appreciated the project's impetus to start a discussion on the thematic area of the project.

Exemplary Statement from question Nr.7: What are positive effects of the INTEGRATION-network for you so far?

“It has been a reason for different departments in the whole municipality to meet and to discuss questions around integration. We have just started...”

Process Evaluation 2 June 2005:

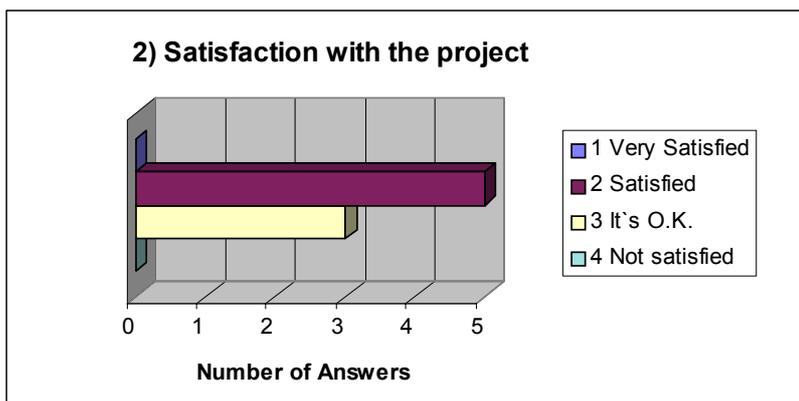
The results of the second processevaluation show that meeting people who work in the same field and exchanging experience on the project's topic was still the main advantage of the project for most partners.

Exemplary statement from question Nr.2a:

"It's essential to exchange with foreign partners who have to face the same problems or difficulties. On that point, this project is an excellent opportunity for exchange on matters that may not be dealt with in books because we're dealing with current cultural changes."

Even though nobody was dissatisfied with the project the overall satisfaction was not as high as in the beginning.

Figure 3: Results from the processevaluation in June 2005 question Nr.2:



The main area of improvement was communication, which was named by several partners.

Exemplary statements from question no.4: What did you dislike so far?

"Lack of information beyond meeting time on what everybody is doing"
"Communication between partners could be more frequent."

This aspect was discussed at the transnational meeting in Nice where a common agreement has been made in order to improve communication. Moreover a new communication instrument was introduced after the meeting (online-room conferences) that helped to improve the communication.

Compared to the first processevaluation the expectations for the future work of the INTEGRATION network now became clearer.

Exemplary statement from question no.12: What do you expect or wish for the future work of the INTEGRATION-network?

“After the initial analysis phase, we should now work on the synthesis of the common elements we all have to deal with in our trainer's training course and see how we can develop a multicultural course on intercultural relationships. It's a major challenge!”

Furthermore the project work began to show first effects on the partner's work.

Exemplary statement from question no.8: Did you get any perspectives or a fresh impetus which you can use or realise for your own projects?

“The questionnaires we used should be used more systematically in our practice. We know now more about the difficulties our target group(s) have to face. We tend to take it for granted that because people participate in courses, they are already well integrated socially and everything runs smoothly. In fact, many points still need to be worked on and we see that when we interview people, points we had overlooked may be real preoccupations for them.”

Process Evaluation 3 January 2006:

At this point of time in the project exchanging and meeting each other were again mainly positive aspects for the partners. In addition they were also getting more and more insights in how other countries work with their approach on intercultural learning. At this stage they began to develop new ideas and felt stimulated for their own work. But they did not just learn from others, they also began to establish a sense of a community.

Exemplary statement from question no.7: What are positive effects of the INTEGRATION-network for you so far?

“Learning about systems in other countries and the team approach that is developing between the partners”

Many were satisfied with the progression of the project work and the results so far.

Exemplary statement from question no.2a:

“I especially appreciated the fact that we got into course design material. After the theory, we've started designing course content, which is the purpose of the project.”

But some seemed to need a stronger definition of tasks, methodology, objectives, roles and products.

Exemplary statements from question no.4: What did you dislike so far?

“There is a great potential for this project to be successful once the ground rules have been agreed upon and more clarification regarding the end product.”

The broad variety of partner institutions was considered as enrichment as well as a difficulty concerning the development of learning material. It was suggested to keep in touch strongly and link up regularly in order to accelerate financial transactions, avoid delays and ensure outcomes. Further consequences with regard to the feedback results were:

- Definition of clear tasks, roles and outcomes
- Ensure a methodical procedure
- Further discussions / input on basic (inter)cultural questions
- Clarify problems concerning the handling of financial aspects
- Consider further approaches on the involvement of migrants

These suggestions have been discussed at the following transnational meeting in September 2006 in Sweden.

Process Evaluation 4 September 2006:

Summarising the results of the processevaluation in September 2006 the partners appreciated again especially the interesting topic of the project as well as meeting and contacts with the partners. Throughout the exchange within the project they learned and acquired new skills.

Exemplary statements from question no.3: What did you like so far?

Subject of project; possibility to compare integration problems in different countries; accessible materials on INTEGRATION-network; new skills to use Films as learning units in multicultural learning“

In addition they felt that their work has been positively influenced by the project. And they highlighted the useful products and material of the project. Some have also or would like to develop further co-operations or projects through networking.

Exemplary statement from question no.7: What are positive effects of the INTEGRATION-network for you so far?

“New ideas, materials and practical experience in course improvement in the university, (...), cooperation with nongovernmental organisations of town and regional councils.”

At this stage the partners also felt challenged to present the project's results to the public and they wished to go on and further cooperate beyond the project's end.

Areas of improvement were mainly mentioned due to difficulties, disagreements and discussions at the meeting. This led to some confusion and unclarity. Some partners felt that some discussions should not have been done at the meeting or in the whole group.

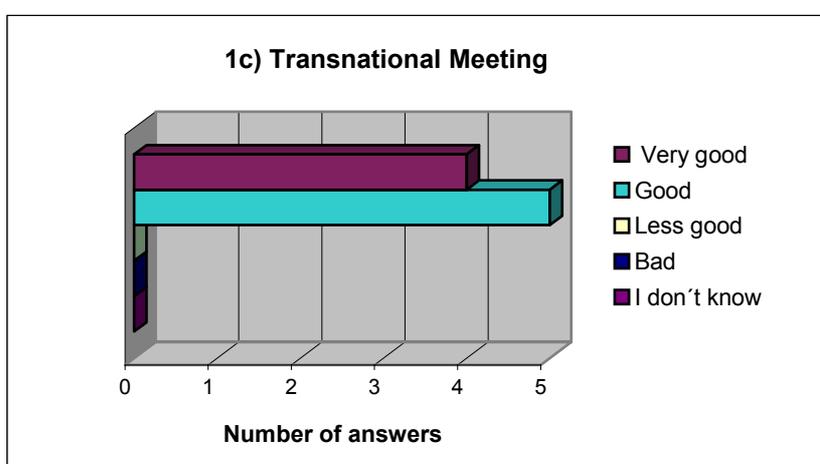
Therefore they suggested to approach difficulties or do these discussions more individually. Further suggestions for making improvement were: using moderation methods or the rules of dynamic/group psychology, involving the partners more actively in discussions and in the agenda planning process, having clearer guidelines, working in groups and establishing e-conferences.

Again the results and suggestions were discussed in the run-up to the final meeting. Even though the partners would have liked to work with e-conferences it was decided not to introduce this tool at such a late stage of the project.

Process Evaluation 5 December 2006:

On the brink of the project's end the satisfaction with the progression of the INTEGRATION-network hit its peak again. The contacts with the partners as well the project management were judged good or very good by more than three quarters of the partners. The partners especially liked the final conference which was judged as good by more than half of the partners and very good by almost another half.

Figure 4: Results from the processevaluation in December 2006 question 1c):



Above all more than three quarters were satisfied or even very satisfied with the project. The interesting topic, meeting and exchanging and the good collaboration in the partnership were highlighted again as reasons for the satisfaction.

Exemplary statements from question no.3: What did you like so far?

“Meeting colleges and having an understanding of the problems each country have in relation to integration of people (...). The presentation went very well following good organisation.”

Beyond that the final results and products of the project were all in all pointed out as quite a success. Throughout the project work the partners gained new contacts, insights and ideas. They were able to make use of the applied methodology and the products and material in order to improve their work:

Exemplary Statement from question no.7: What are positive effects of the INTEGRATION-network for you so far?

“Having insight how other countries deal with cultural issues and problems of integration and how they handle it. Having a variety of tools to promote integration, i.e. through film, role play, critical incidents.”

After two years of collaboration the partners knew each other very well and have gained insight in the other partners work. Even though the need for information was covered to a large extent the partners wished to further exchange and network.

Exemplary Statement from question no. 12: What do you expect or wish for the further work of the INTEGRATION-network

“I hope the works go on and I hope that the network increases because I think that the exchange of good practice is the most important thing to improve activities with immigrants”

Conclusion:

The processevaluation was inserted as early warning system, as tool to support the development of the community. It has been a very useful tool to monitor the project work and to ensure the project progression.

In the feedback of the participating partners the progression of the project is reflected. The analysis of their feedback allowed to work out central topics of the networking and positive effects as well as crucial points and challenges of the project.

Although the communication within the meetings was not always easy, this situation could be improved and a network of contacts was built. The partners appreciated to meet a variety of partners, they learned from another, they exchanged and developed materials and got new ideas for their work and for future collaborations. They acquired new skills and built up a network of contacts and collaboration possibilities.

Moreover the results show that from the point of view of the partners finally the aspired outcomes have been achieved and the developed approaches were successfully implemented.

1.2. Final Interviews with the Project Partners

In order to get a clearer picture of the project work and its effects on each partner institution final interviews with members from different partner organisations were conducted.

The final interviews were aiming at:

- reviewing the project work of each partner institution
- describing the relevance of the project's topic for the institution
- illustrating the development / learning process
- evaluating the benefit of the project's results for the individual institution
- thinking about the project's effects beyond the individual level
- considering future activities

For this purpose leading questions for conducting the interviews were developed:

1. What was the personal highlight of the project for you?
2. What would you say to which extent is the topic "integration" relevant to your institution?
3. If you look back to the beginning of the project what was your motivation to take part in this project and establish intercultural learning activities in your institution?
4. What did you know or do at this stage with regard to intercultural learning within your institution and how has this changed now?
5. What kind of intercultural learning activities did you carry out throughout the project?
6. What would you say was the benefit for your institution when using the critical incident (film) approach?
7. What were your experiences when putting this approach into practice? What was difficult, what was easy?
8. Which benefit do you see for other institutions in using this approach?
9. Reviewing the project work, how did it contribute to promote the intercultural dialogue in your institution?
10. How can the project's results in your opinion be used to promote the intercultural dialogue in Europe beyond the partner institutions?

11. How are you going to go on with the intercultural learning activities in your institution?
12. How would you like to go on with regard to the INTGRATION-network?

The questions were not asked in strict order but served as a basis for the interviews on the aspects mentioned above. The interviews were conducted by Leena Freitag at the final conference in December 2006 in Göttingen and taped on video. They were carried out on a voluntary basis, five partner institutions agreed to take part in the interviews. Please find below a summary of the statements from each interviewed partner.

Interview with Genevieve Barrachina (GIP FIPAN, France):

Genevieve Barrachina pointed out in her interview how in the frame of the work of the French Ministry for Education integration issues and education are interlinked with each other. As she is responsible for training trainers she considers it as an important task to convince trainers to work on intercultural issues.

Exemplary statement from the interview with Genevieve Barrachina:

“A big part of the job on that project was initially to imagine the best possible methodology. (...) And we have also come to results now and we have experienced also some of the results. The methodology was to work on intercultural confliction situations. So we created questionnaires, which we submitted to both trainees and trainers. Because it was important to us to improve in both directions. From those questionnaires we created movies. But those movies were really linked to those questionnaires. And we did not decide to deal with this kind or this kind of issue in the films. They came directly from the people concerned. And we created some pedagogical material, which we again tested on trainees and trainers. And the results were quite phantastic because we immediately noticed how with the support of the film communication on integration issues was improved.”

She explained how the constant evaluation of the developed material supported the process of continuous research and improvement. Her next target is now to develop this approach also in other academies in France.

Interview with Marie-Noelle Garcia (INSUP, France):

Marie-Noelle Garcia was interviewed as representative from INSUP France. She pointed out in the interview their initial motivation to take part in the project based on the fact that their

trainers were looking for special tools to reinforce the integration. She described the films, which were created in the project as a training element that initiated an important discussion about cultural differences. This discussion had been the initiative to do even more activities in the field of art. Since one of the main problems INSUP focussed was to resolve conflicts within the groups of trainees, they had the idea to let the trainees do something altogether and offered an arts workshop with trainees from a broad variety of different cultural backgrounds.

Exemplary statement from the interview with Marie-Noelle Garcia:

“Art is universal. This can be disseminated because we have been able to show that even people who met difficulties because of the language, because of the culture can (...) go over or go beyond these difficulties and find a sort of a common tool to reinforce the integration. (...) They were aware that altogether in spite of differences they are able to work in a common way, to make something altogether. (...). So this is the first step to work, to live (...) altogether (...) instead of keeping isolated.”

Interview with Vineta Porina, Dagmara Auksele and Solvita Metra (University of Latvia):

The team from the University of Latvia pointed out in their interview the unique situation with regard to integration aspects, which is quite different from the situation in most Western European Union countries.

Exemplary Statement from the interview with Solvita Metra:

“I understood that this problem in Latvia that we have with a lot of non-integrated minorities from Soviet times; Russian speaking minorities; that this problem is part of our Latvian speaking people problem. Because we have to change stereotypes. And our Russian speaking people (...) could be integrated if we Latvian speaking people change our stereotypes. It was very important for me to understand this idea. I understood this idea during the creation of this course, during the creation of these learning units, especially films.”

Moreover Vineta Porina pointed out that in fact before the project there was a lot of research on integration issues but a lack of methodology how to work practically with ethnically and linguistically diverse target groups. In this respect the methodological approach of the project was quite a novelty and innovation in Latvia.

Interview with Chris Koukos and Bethan Hopkins (Sure Start, Wales):

The Welsh team explained how they started with the Critical Incident questionnaire, which made them realise that communication was an issue they needed to focus on. This had been the starting point to create a training unit on communication which included a film. It served as a basis for working on further thematic areas in the field of equality and diversity like gender, ethnicity or disability. They described the project work as a profitable learning experience for their institution as well as for themselves.

Exemplary Statement from the interview with Bethan Hopkins:

“Understand that we are all different, that’s the most important thing. (...). It seems that everybody wants to treat everybody the same, but we are not. And I think that’s what I’ve (...) realised more. It is to ask questions and not to feel ashamed that you don’t know their way of life. (...) And they respect you more for that rather than just making assumptions.”

Interview with Barbara und Ute Wieder (Paritätischer Kindergarten, Germany)²:

The team from the German Kindergarten characterized the topic of the project INTEGRATION as one of the most important aspects in their daily work since they have a very high percentage of children of immigrants. The project helped them to become even more aware of their work on these issues. Though an important aspect was the theoretical background provided within the project, which challenged them to observe and analyse certain situations more intensively and to work out consequences for their work. Thus the team has been sensitised regarding these issues.

They also highlighted how important the different activities are which they carry out with the parents; not only for their work in the kindergarten but also for strengthening the self-confidence of the parents who live in the quarter.

² Since this interview was carried out in German no exemplary statement could be included.
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Conclusion

The final interviews reflect the learning process, which took place during the project work within the two years for the partner institutions. The interviews highlighted how important issues in the field of integration are to the partner institutions.

The work on the Critical Incidents has been a basis for discussion, reflection and exchange about cultural differences within the institutions and the partnership network which lead to the elaboration of further training material and learning activities within special fields of the partner organisations.

All in all learning about methodology of intercultural training activities was an important impetus of the project for most institutions, which influenced their work on these issues.

2. Assessment of Cultural Orientation

2.1. Theoretical Background

The theoretical basis for the project was the work on cultural orientation, which took place in the starting phase of the project. In this regard the theoretical work of Geert Hofstede (1980) and J.C. Flanagan (1954) was discussed in the partnership as a basis for the further work.

Furthermore different instruments for assessing cultural orientation were presented by the Pedagogical Seminar to the partners at this early stage of the project. Possible applications of these instruments were discussed in the partnership.

The partners agreed that, before actually planning and designing any learning material and learning activities, it would be very useful to assess the needs of their target groups with regard to intercultural communication.

The Critical Incident approach showed out to be the most useful for the work on the project. Critical Incidents are casuistic examples of intercultural interaction situations, which were either significantly positive or negative for the people involved in the situation. Assessing Critical Incidents on intercultural encounters can be a training activity as well as a basis for the development of further learning material.

2.1. Critical Incident Questionnaire

From the presented instruments the so-called “Critical Incident Questionnaire” was chosen as a common instrument. This questionnaire was translated (and eventually modified) by the partners and used by each partner institution in order to assess relevant intercultural communication aspects with their target groups. The results were either evaluated by the partners themselves or by members from the Pedagogical Seminar. This provided a basis for further development of learning material deriving from the critical incidents.

GIP Fipan (France):

GIP FIPAN introduced the critical incident method in the framework of the INTEGRATION project within their institution. The critical incident questionnaire was elaborated with the view not only to gather data about intercultural incidents, but also to initiate a significant change with the critical incident approach for those who are confronted to this kind of situation. The questionnaire was presented and explained to the defined target groups and was first distributed to small number of people to start with in order to be able to regulate the vision of the questionnaire if necessary. From the first results, it was concluded that the questionnaire will remain the same. Finally it was distributed to 20 teacher and 18 students. The results were evaluated by GIP Fipan in an evaluation report.

INSUP (France):

INSUP collaborated with the other French partner, GIP FIPAN to translate and adapt the critical incident questionnaire. In May 2005, the questionnaire was distributed in 3 of the 10 branches, which are more particularly confronted with cultural diversity. 22 questionnaires were returned and their results were analysed and summarised in written by INSUP.

Paritätischer Kindergarten (Germany):

In the framework of the INTEGRATION project, Erik Kleinfeldt, a student from the Georg-August University in Göttingen who was writing his master thesis on the use of the critical incident method in staff training realised the necessary field study. He presented the questionnaire to the staff and assessed the critical incidents. The results of the questionnaires were evaluated by Erik Kleinfeldt in his master thesis and discussed with the team members.

Växjö Kommun (Sweden):

Växjö Kommun sent the questionnaire to 44 persons, mostly teachers, social workers and politicians. As they presumed that English is well known among those people, they did not translate the questionnaire to Swedish. Unfortunately the responses were very little and they got only six questionnaires in return.

Il Ghetto (Italy):

Il Ghetto distributed the questionnaire to a group of teachers in training courses for migrants and employees in public authorities as well as to migrants from different ethnic groups selected in specific training courses for migrants. All in all the questionnaire was distributed to 22 people. When they presented the framework of the project and explained the reason for the survey the first reaction was positive. But when reading more carefully the questions, some people were reluctant to go on or not willing to answer to some of the questions.

The group of teachers and employees of public authorities replied mostly that they have never had critical situation.

This was interpreted by the conducting team in two ways: either this was a positive result from former training sessions and they do not have problems or they are not willing to accept that they might have communication problems (which was considered to be more realistic by the psychologist who was involved in the survey). The group of migrants had some problems in understanding the questions and found it difficult to answer.

Even though the results were not completely satisfying, the Italian team concluded that all in all the answers made them reflect on the difference between understanding the language and interpreting the meaning of it. Often non-verbal communication is not understood correctly which is the reason for communication problems. Different cultural groups put different meaning in gestures, behaviours and facial expressions. The interpretation of these non-verbal communication means often leads to a misunderstanding.

Sure Start (Wales):

Sure Start modified the original critical incident questionnaire into a version which they called "Learning from Practice Questionnaire". With this questionnaire health care professionals were supposed to describe a situation in which they were in contact with a person or several persons of another culture. The results of 41 questionnaires were evaluated by the Pedagogical Seminar.

Conclusion:

Most partner institutions coped well with the assessment of critical incidents within their institutions. For some institutions the questionnaire needed to be adapted. In some cases the partners had problems to come to results due to a lack of responses. Nevertheless most partners were able to come conclusions on the basis of their assessment. The evaluation was either done by the partner institutions themselves or by the Pedagogical Seminar. The experiences with the questionnaire show that the assessment needs a good preparation and a careful introduction. Once the assessment was done the evaluation can be carried out easily. Finally the results from the evaluation of the questionnaires provided the basis for the development of learning material. Typical situations were chosen from the results and transformed into learning material.

3. Evaluation of Learning Material and Activities

On the basis of the theoretical work and the assessment the partners developed a variety of learning material and activities. These were tested in the partner institutions in the framework of different courses and evaluated. Due to the different learning materials and activities of the partners a collection of different instruments for the evaluation was developed by the Pedagogical Seminar. So the partners were able to choose those instruments which met their needs for the evaluation. As many had created films deriving from their critical incidents a tool for evaluating films was created. However some also developed role-plays from the critical incidents which required another instrument.

Above all every partner institution created an experience report based on semi-structured questions. Please find below a description of the single instruments and respectively their application and evaluation.

3.1. Filmevaluation

Generally there are several components of evaluating a film production:

- Content analysis of the film
- Questioning the audience
- Questioning the producer

It is quite difficult to determine the content of the film objectively because different people might interpret the film in different ways. As this interpretation might also differ from the intentions of the producer it seems recommendable to try to cover different views. Consequently the analysis of a film always should focus on these three elements of media communication. So for the evaluation of the INTEGRATION films three tools were developed:

- Checklist for trainers
- Questionnaire for learners
- Questionnaire for producers

Checklist for trainers:

The checklist for trainers includes questions, which might be used to evaluate the content of an educational film:

- Content
 - What kind of genre is the film (e.g. educational film on a critical incident in an intercultural encounter, documentary on an educational institution)?
 - What kind of story does the film tell (e.g. factious story on an intercultural encounter, interview)
 - What kind of roles does the film include (e.g. characters, narrator)
 - Is the content of the film appropriate with regard to your learners and the learning objective?
- Form
 - How would you describe the narrative structure of the film (e.g. introduction, open end)?
 - How would you describe the temporal structure of the film (e.g. length)?
 - What kind of camera perspectives does the film include (close-ups, wide angles)?
 - Where are cuts within the film?
 - What kind of sounds does the film include (e.g. music)?
 - Is the form of the film appropriate with regard to your learners and the learning objective?
- Target group
 - To what kind of target group does the film address?

- Learning objectives:
 - What kind of learning objectives is the film supposed to teach?
- Function in the learning process
 - At which point of time in the learning process can the film be used?
 - What kind of learning material (introduction, guidelines for the debriefing, additional material on the subject of the film) is available to achieve the learning objective?
 - How can the film be introduced? How can the debriefing of the film be conducted?
- Presentation
 - In which context might the film be shown (course, learning unit)? Through which medium might the film be shown (TV, PC, internet)?
- Availability and effort
 - Where is the film available? For whom is the film available? Which effort do you have to make to show the film?

The checklist was supposed to serve as a basis for the description of the film and its relevant pedagogical aspects. The INTEGRATION network partners had the task to describe their film in terms of these categories.

Questionnaire for learners:

The following questions were developed to question the learners in a debriefing of the film:

- What did you like about the film?
- What did you dislike about the film?
- What came to your mind when watching the film?
- Give your own title to the film:
- Please describe the situation which was presented in the film in your own words:
- Were you ever in a similar situation? / Could you imagine this situation happening in real life?
- Please describe the characters involved in the film: How did they behave? Why do you think they behaved like that? How did they express their feelings through their body language and their facial expression?
- What did you learn from the film?

- What do you think can other people learn from the film?
- In which context did you watch the film? Where did you watch the film? What did you do before / after watching the film?
- How did you like the design of the film (length, technical quality, sound)?
- In your opinion could the story be rather presented through other media?
- What would you like to say to the producer of the film?

The partners had the choice to either use these questions for a discussion or have the answers written down.

Questionnaire for producers:

The following questions were developed to ask the production team for their experiences and intentions with the film production:

- What did you like about the film production?
- What did you dislike about the film production? / What was difficult?
- Who took part in the film production? / What was your personal task when producing the film?
- How did you decide for the subject of the film?
- Why do you think this subject is important?
- How is your film titled and why did you decide for this title?
- How did you visualize the subject?
- What kind of equipment and resources did you have for producing your film?
- How much time did it take to produce the film?
- Are you satisfied with your product?
- What did you learn when producing the film?
- What do you think can other people learn from your film?
- Who would you like to watch the film?

These questions were supposed to serve as a basis for the reflection on the production process. For this purpose a questionnaire was developed which might have been distributed among the production team. The aim of this part of the evaluation was to document the partner's experiences with the film production.

The instruments have been used to different extents by the partners. Some used all instruments, some just used single instruments. Please find below a summary of the results of the INTEGRATION partners who carried out an evaluation of their films.

Paritätischer Kindergarten (Germany):

The German kindergarten tested two films both based on critical incidents, which were reported by staff members of kindergarten team (“The Chinese Smile” and “The Invitation”).

As an additional learning material two interviews were produced, reflecting the situation, one with the nursery teacher who was involved in the incident in “The Chinese Smile” one with the young Chinese man who played out the part of the Chinese father in the film.

The films were shown to 15 nursery teachers during a team conference. In the debriefing of the film “The Chinese Smile” (based on the questions for learners as noted above) all members of the team declared that they all understood the critical incident and they even think it is a cultural critical incident. Several of them had been in similar situations in real-life, with representatives (parents) of other cultures. The team members suggested the film could also have been presented as a role-play. All staff members agreed that it is interesting to show incidents and conflicts, which happened in an institution in making a film or playing out a role-play. But also all agreed that it is necessary to make interviews to understand the two members of a culture and to have a learning output.

Even the film “The Invitation”, which was also discussed at this meeting had a similar effect. Hesitating to say yes to an invitation as an insult of Turk culture, could also apply to other cultures, not only the Turk one. So the team members agreed that this film could generally been taken without a special cultural background as a conflict situation between human beings and discussed in the kindergarten.

The team resumed in order to produce awareness and open minds concerning understanding other cultures it is a good entrée to show films, based on critical incidents and to discuss the possibilities, but emphasized the necessity for interviews or the possibility to understand the cultural background of the situation. An additional idea was to let cultural interpreters take part in the team discussion.

Sure Start (Wales):

The Welsh team created and tested the film “Antenatal Conduction” The film demonstrates communication barriers due to language difficulties. They created this episode because this issue had been identified as a reoccurring problem from women with language barriers. This

subject was especially relevant in their context because misinterpretation can lead to serious health consequences. In addition the episode may mask a situation of domestic violence. The film can be used at any point of the session, preferably during the beginning, to have an understanding of the learner's perception of the situation, for example for raising questions if the practice shown in the film is acceptable or not. The film has been included in a learning unit on the learning platform. Following the film there are questions which need answering. The film is part of a learning objective related to communication difficulties. The introduction is set in the client's home with a midwife present conducting a routine antenatal visit. Questions are asked in relation of the woman's pregnancy via her husband due to language difficulties. It aims at midwives nurses and other health professionals for whom it can highlight areas of poor practice which need eradicating.

University of Latvia:

The team from the Latvian university created and tested two films on critical incidents in intercultural encounters addressing to Russian speaking minorities and native Latvians speakers.

The films are supposed to teach the following learning objectives:

- Usage of state's language;
- have a good knowledge about linguistic integration,
- awareness of diversity issues;
- ability to collect critical incidents of intercultural communication;
- to learn use critical incidents as learning units;
- new point of view to the integration problems;
- to develop understanding and ability independently to solve problems which are connected with linguistic integration of Latvia.

The films were used in the following sequences during the learning process:

1. Presentation of information.
2. Lecture how to learn to work with the critical incidents.
3. Lecture how to learn to work with the critical incidents
4. Participants of the group take part in role-plays, in group discussion about result/impact of role-plays.

5. Participants of the group watch the films, reflect in group discussion about result/impact of films.
6. Evaluation of intercultural encounters during group discussion about role-plays and films and feedback about new experiences.

To achieve the learning objective additional learning material was created and used (e.g. lectures about critical incidents and role plays). The films were shown to 19 learners during the blended learning course “Let’s become closer through the state language!” as learning units on the learning platform. In a debriefing of the films the learners stated that the films make it easy to imagine real-life situations. The work on the critical incidents makes it necessary to think deeper about those situations. The major learning effect stated by the learners was to learn about stereotypes of own behaviour and to reflect on how to react in certain situations. In addition the learners were motivated to create their own critical incidents.

GIP Fipan (France):

Gip Fipan tested five film episodes, which they have produced on the basis of their results of the Critical Incident questionnaire. The pedagogical material was presented to the trainers who were actually demanding such a course because of the existing conflictual situations they were coming across in their professional activities as well as to a group of trainees (women of French or Mahgreb origin who were studying in a school of continuing education).

The material was evaluated in a very positive way especially due to the fact that it opens up to discussion and inter-active dialogue. All declared that this course will be a benefit to them both in their private and professional sphere. The trainers were very much prone to disseminate this kind of training within their structure

When the film was shown to the trainees the subject of the scenario had been explained before the film was watched. After the film a debate was facilitated. A large majority of those questioned replied that they had never found themselves in a similar situation but they replied that such situations could occur.

Summarising what they had learned from the film the following aspects were mentioned:

- Certain people find it very difficult to integrate because of their background
- Customs can be very different from one country to the next
- One shouldn’t judge others
- Interpretation is never objective

- Integration in France is not easy
- That not everyone has the same vision of things or behave in the same way
- Problems of communication exist between trainers and learners

INSUP:

As a starting point on reflection on intercultural communication difficulties and critical incidents, INSUP tested a film on an episode, which had been reported by one of their trainees. The episode deals with a Brazilian trainee who teased her African classmate on her “good night” because she was particularly joyful one morning generated a severe conflict within the group, as evoking sexuality in public is a taboo for Africans and other migrant communities.

The film was integrated as a learning material in a course of 14 people from different nationalities, aged 16 to 24. This course took place in the frame of a socio-professional project for people from poorly integrated migrant families who meet social difficulties, family, health psychological linguistic and financial or socio professional problems and who need to be accompanied to develop their social competencies, communication or decision-making skills. This group consisting of people from various nationalities had to deal with the daily aspects of life. The trainers organised regularly cultural visits, entertainment events such as musical shows, cinema, and sports meetings. in order to create a melting pot and a community of thought around new themes away from their daily and personal preoccupations. The film was shown in one of the above mentioned meeting of the group. After the film a free interactive discussion was carried out and questionnaires have been answered.

The trainers expressed the need for specialised training to deal with this kind of situation and resolve the conflicts that may arise as a consequence of intercultural critical incidents.

The trainees expressed that they are conscious of the impact of cultural differences and the need for mediation skills, because they do not always know the limits of tolerance of the other participants. They very much appreciated this kind of training and were proud that the episode they selected was the basis of the short film.

The discussion allowed to identify the points to be studied or discussed in a course that would help solve conflicts. From the proposed themes conflict-resolution exercises were developed.

Conclusion:

The work on the critical incidents has shown out to be an effective tool to stimulate discussion on intercultural conflicts. A major advantage of this methodology was the strong connection to real-life experience of the trainees. Thus the films stimulated the reflection on the own behaviour. Above all the results of the evaluation show that this methodology can be applied in a variety of contexts and with different variations (e.g. including interviews or motivating the trainees to report their own incidents or developing further exercises on the basis of the subjects tackled in the incidents).

3.2. Evaluation of Role plays

Since some of the partners decided to develop role-plays for their training activities an additional concept for the evaluation was developed by the Pedagogical Seminar. The evaluation concept for role-plays includes:

- a checklist for trainers
- a collection of questions for group discussion with trainees and
- an observation sheet for trainers

The checklist for trainers included the following questions³:

1. How are the roles and the scenario related to real-life intercultural encounters, which might occur in the participant's life?
2. How might interactions which are determined by values, interests or perceptions evolve within the role-play?
3. How does the role-play illustrate the cultural orientation of the roles?
4. How does the role-play create a dynamic tension?
5. Is the role-play rather pre-determined or open-ended?
6. Does the role-play provide sufficient information for the participants?
7. Are you able to set the stage for the role-play under the prevailing circumstances (time, location, participants)?
8. What kind of concept do you have for the debriefing?

³ These questions were developed on the basis of a checklist by Karl-Heinz Flechsig (2006).
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Similar questions might be delivered to the participants of the role play after the role play session in order to assess their point of view on the role play. For the assessment of the point of view of the trainees the following questions were developed:

1. How did the roles and the scenario relate to your real life?
2. What kind of interactions did evolve within the role-play?
3. Did you get an insight in the cultural orientation of the roles?
4. Did the role-play include some elements of dynamic tension?
5. Was the role-play rather pre-determined or open-ended?
6. Were the instructions clear and concise?
7. How did you like the setting (time, location, participants)?
8. How did you like the debriefing?

Moreover a role-play might be evaluated by the observations of the trainer when conducting the role-play. Please find below the categories of the observation sheet which was developed for this purpose:

Please describe and assess the prevailing circumstances of the setting for conducting the role-play with regard to:

- The number of participants: Was the size of the group too big, optimal or too small?
- The amount of time: Did you have enough time to conduct the role-play?
- The room: Did the room provide enough space to conduct the role-play?
- The required equipment: Would you have needed more or better equipment?

Please describe and evaluate the introduction phase according to:

- The motivation of the participants to take part in the role-play: Were the participants motivated to take part in the role-play or were there any resistances?
- The comprehension of the participants: Did the participants easily understand the purpose and the task of the role-play or were there any difficulties / questions?

Please describe and evaluate the preliminary phase of the role-play with regard to:

- The allocation of roles: Did you manage to allocate roles easily or were there any difficulties?
- The preparation for the tasks: Did the participants easily prepare for their tasks or were there any difficulties?

Please describe and assess the role-play phase according to:

- The behaviour of the actors: Did the actors behave according to their roles?
- The behaviour of the observers: Did the observers manage to fulfil their assigned task or were there any difficulties?

- Progression of the role-play: Did the role-play evolve dynamically or did it rather stagnate?

Please describe and evaluate the debriefing with regard to:

- The observations of the participants: Did the participants observe some interesting aspects?
- The conclusions of the participants: Were the participants able to draw conclusions from their observations?
- Transfer to real-life situations: Were the participants able to transfer some aspects to real-life situations?

This evaluation was carried out by the Swedish and the Italian project partners. Please find below a summary of the results.

Växjö Kommun (Sweden):

The Swedish team from Växjö Kommun developed and tested a role-play, which is a part of a training program for interpreters. The role-play illustrates well-known situations in which different cultural backgrounds can cause difficulties

It has been played out by four participants in a 30-minute session. While being played out it was taped on video in order to let the participants look at the movie and have a review.

The role-play was evaluated by one participant who works as an interpreter and the trainer who conducted the role-play. In the evaluation of the role-play both stated that the role-play was realistic, instructions were clear and the role-play evolved easily.

IlGhetto (Italy):

The role-play which was created and tested by the Italian team is related to the activities that the staff of services centres of the municipality of Quartu Sant' Elena carries out to help disadvantaged people, particularly immigrants. It is based on the typical difficulty to communicate that the immigrants have day by day when they ask help or information.

The role-play was evaluated by the five participants who played out the role-play as well as by the trainer. All participants declared that the role-play is strongly related to real-life situations for them because it is based on the typical difficulty to communicate that the immigrants have day by day when they ask help or information. It was highlighted as a profitable learning experience for the participants to feel empathy with people who are not able to say what they want and having the impression not to be listened to. The trainer stated that it was important when conducting the role play to explain carefully the context of the role play and what is

going to happen respectively giving the participants enough time to get comfortable with the situation. After a good preparation the role-play finally worked out very well.

Conclusion:

Beyond the film approach role-plays can be used to illustrate intercultural communication aspects in specific situations to the trainees. Similar to the film approach a major benefit of this methodology is the close connection to real-life experience. Moreover this approach facilitates especially empathy as the trainees adapt another person's role.

3.3. Experience Reports

Above all not only the training material was tested and evaluated, but all INTEGRATION network partners produced an experience report on their entire fields of training activities. The central idea behind this part of the evaluation was to create a compendium of all training activities and the practical experience of the partner's application of different methodologies, which can lead to recommendations for other institutions that would like to adapt these approaches. For this purpose a matrix was developed by the Pedagogical Seminar as instrument to collect all relevant aspects in a systematic table. The partners were asked to write experience reports on their training activities based on a sample of questions related to this system. The reports were supposed to tackle the central instructional design categories of the INTEGRATION matrix which include:

- Framework
- Target Group 1 (Staff Members)
- Target Group 2 (Migrants)
- Resources
- Demands
- Overall Aim
- Contents / Learning Objectives
- Aspired Competencies and Skills
- Learning Environment
- Methodology
- Activities / Tasks / Assignments
- Learning Material

- Media
- Structure / Time
- Evaluation
- Dissemination

Each of these categories was supposed to be described according to the specific partner's contexts. Moreover for each category should be outlined:

- what the partner institutions had to consider during the design process
- what they experienced when carrying out the activity
- and what they would recommend to others when implementing an intercultural training in their institution or using your approach and material.

Please find the results in the INTEGRATION-Matrix attached to this document. The matrix shows an overview on the intercultural training activities, which were developed and tested in the framework of the INTEGRATION project. It includes central categories of the instructional design of these training activities. Each instructional design category goes along with:

- a general description by every project partner
- central experiences of the project partner
- and recommendations from the partner institution

Thus this table is supposed illustrates central elements of the project work and its specific application in the single partner institutions. From the examples of the partner's application of the methodology, recommendations for best practice of intercultural training activities deduce.

4. Conclusions

Due to demographic changes throughout Europe the promotion of intercultural competence and intercultural education is gaining crucial importance. In a multicultural society social and health care institutions are more and more dealing with target groups of diverse cultural backgrounds.

The project set up a network involving a broad variety of experts in different fields of work in the context of intercultural education. Different approaches of intercultural training practice were shared in the partnership. Although the partners work with very different target groups common transferable approaches on intercultural training methodology could be developed.

The work on the Critical Incidents has shown out to be a feasible basis for the development of training activities. This methodology could successfully be applied as to the assessment of “critical incidents” in the partner institutions involving different perspectives of various cultural groups. Furthermore the work on the critical incidents has been a useful tool to promote discussion on cultural differences and to promote an intercultural dialogue in the partner institutions.

From this common basic approach different variations of learning materials and training activities emerged depending on the focuses the partner institutions preferred to highlight.

The learning process was supported by basing the training activities on a multimedia approach including a variety of different learning material and media. Beneath the application of the blended learning methodology a focus of the project was the work on a videographic approach for intercultural training. This approach following the theory of “active media pedagogy” even stimulated to develop further activities in the field of training self-expression skills of multicultural groups. Moreover role-plays for sensitising staff on the cultural perspective of their target groups were developed. Similar to the film approach a major benefit of this methodology was the close connection to real-life experience.

In the course of the project different evaluation methodologies have been applied in order to ensure the quality of the project work as well as the quality of the final outcomes. This supported the monitoring of the project progression and highlighted positive effects as well as challenging aspects of the project work.

In spite of all challenges all in all the work on the project initiated a reasonable learning process within the institutions. The methodological skills, which were acquired by the partners, lead to the implementation of new training practices within the institutions, which will

be further elaborated. It will have to show out how these approaches can also be applied by further institutions.

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