



## **Overall report**

**“Desktop and Contextualisation Report”**

**In the framework of the project**

**“Integration Through Sustainable Lifestyle”**

**March 2017**

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## Acknowledgement

This working document has been a partnership effort, with valuable contribution and input by individuals from the partner institutions, language teachers providing courses to the migrant learners and migrants, refugees and/or asylum seekers.

## Introduction to the project

The wide implementation of the concept of Education for Sustainable Development (ESD) in the context of language acquisition across EU countries can help to



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promote the process of integration of migrants within society. The aim of this project is to develop and produce materials for the inclusion of key sustainable development issues into teaching and learning curricula and syllabi in order that potential learners can be socially, culturally and economically included in society.

## Aims and main steps in the research phase

The aim of the research phase of the project was to find out what learners already knew about key sustainable development issues and help them to learn more and to explore to what extent ESD was already included by teachers in their materials in language classes. We also looked at national curricula and syllabi in order to ascertain whether ESD was part of a national education programme in any of the partner countries.

The research for the project was conducted in three sections – desktop research, a learner survey and a teacher survey. The 4 partner countries in the project, Scotland, Germany, France and Italy, all contributed to each of the sections of research. Approximately 400 learners and 100 teachers from the 4 countries were surveyed. Partner institutions contributed to the research about their own national education systems and policies on ESD.

After discussion with all the partners, a learner survey was produced with 8 sections, covering a variety of the main topics of sustainability, including Energy Conservation, Recycling & Re-using and Sustainable Consumption. The learner survey was produced in both electronic and paper formats to make it accessible to all learners

and included graphics and pictures to enable lower-level language users to participate.

[Appendix 1](#) contains a copy of the Learner Survey.

[Appendix 2](#) contains a copy of the Teacher Survey.

## Results of desktop research

The desktop research was undertaken to ascertain the extent to which each country had a national curriculum or policies for ESD within language courses for migrants. It was found that although some teaching and other activities in the area of sustainability take place in language classes, there is a general lack of statutory requirement for this to be included in national curricula and there are few guidelines or recommendations on teaching topics related to sustainability. This is the case even within the larger institutions where the teaching of topics on sustainability not prescribed as part of any language course. Only in France is there a statutory requirement for ESD.

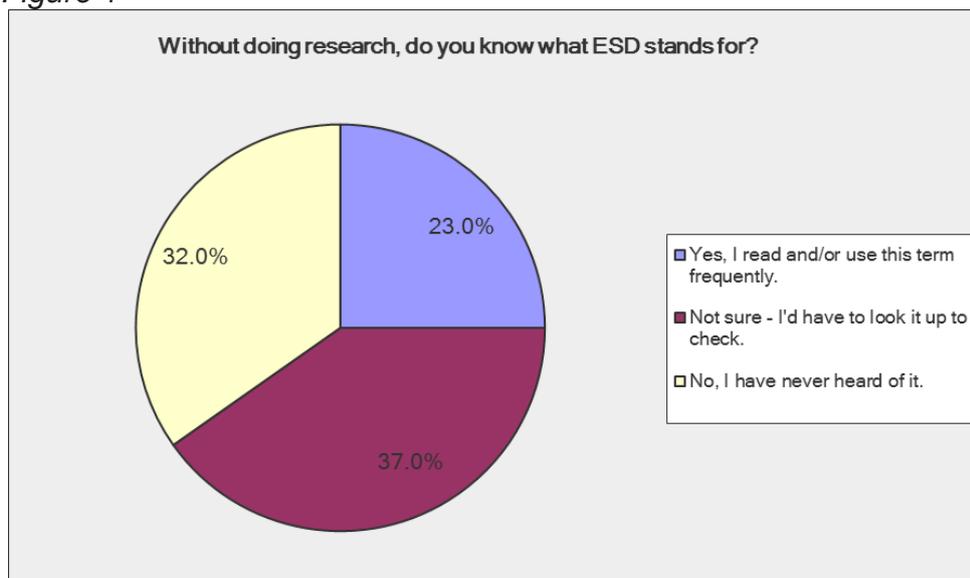
There are some specific qualifications available in sustainability but these are at university level and not included within language programmes for migrants. The teaching of sustainability as an integrated part of language courses is largely dependent on individual teachers.

Although there is some offered, the development of ESD in Continuous Professional Development (CPD) programmes within institutions appears not to have a high priority or focus.

## Results of interviews/questionnaires with teachers

The results from the teachers' survey showed that there is a general lack of knowledge of the framework and overarching key themes within ESD. (*Figure 1*)

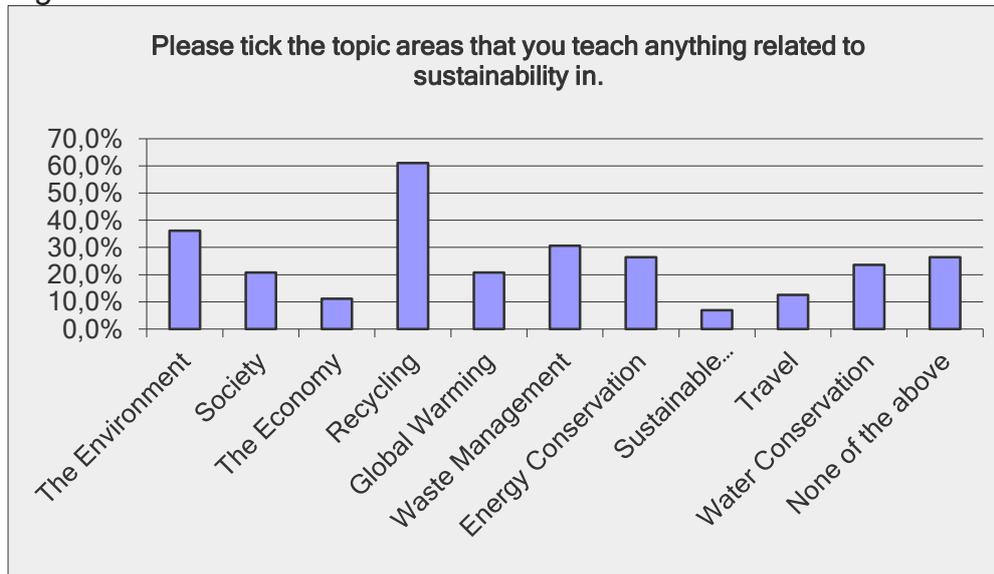
*Figure 1*



However, teachers show a keen interest in the subject of sustainability and confirm that they think their students should know about this. Teachers deliver classes on different aspects of sustainability, by far the most frequent topic being recycling (*Figure 2*). Despite this, approximately 25% of teachers do not teach anything related to ESD.

Teachers were asked what they understood by the term 'sustainability' and the overwhelming response was about the environment and conservation.

Figure 2



Teachers often use resources on websites and text books to teach sustainability but this tends to be at individual teacher level and not institutional or driven by a curriculum or syllabus. They are keen to include ESD into their syllabi and asked that this project produce dedicated teaching materials, teaching packs, a bank of materials, including interactive e-materials as the best means of support for them to teach sustainability.

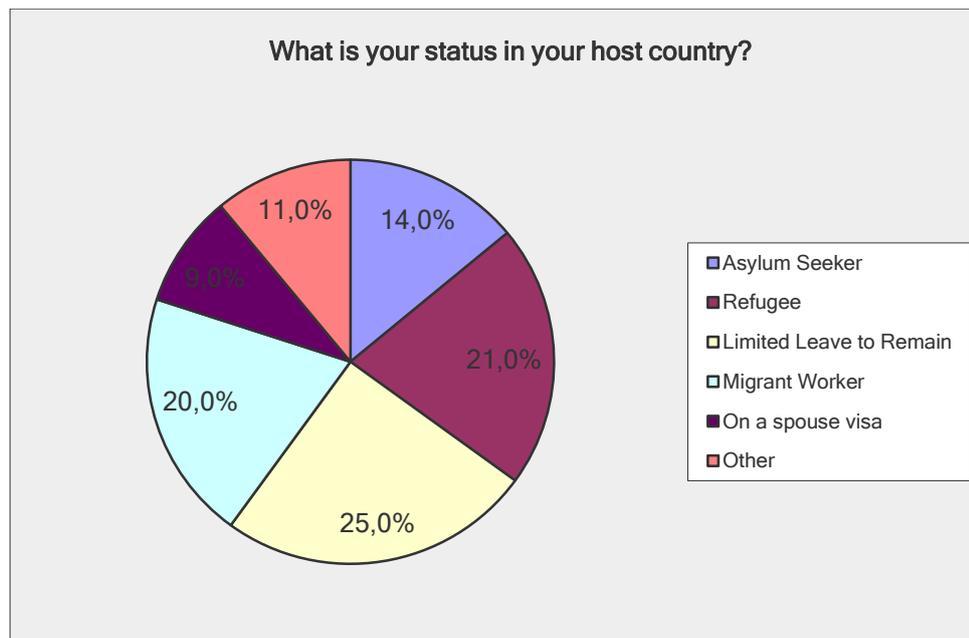
## Results of interviews/questionnaires with migrant learners

Learners surveyed were mostly in the age group between 20 and 45 years old and came from 72 countries. [Appendix 3](#) contains detailed information on countries of origin. The gender balance across the learners was 60% female, 40% male.

14% of the surveyed group are Asylum Seekers, 65% have the legal status of being in the country, either from being a Refugee, a Migrant Worker or have Limited Leave to Remain and 21% are either on spouse visas or are in another category. (Figure 3)

More than 60% of the group have completed primary education; 34% have completed secondary education and 19% have completed university.

Figure 3



### Knowledge and awareness of migrant learners on sustainability

Almost all learners identified the topics of Recycling and Re-using as the one they had most knowledge of and most learners considered their behaviour as sustainable in terms of energy saving at home and waste management. 50-60% of learners indicated their awareness of water conservation and sustainable consumption by their daily actions. The topics that were least familiar were Population Growth and Carbon Footprint.

### Measurement of their needs

With figures as low as 50-60% for some of the most common categories in terms of sustainable consumption e.g. using cotton or recycled bags and buying recycled



products, the project should consider focussing on the importance of this behaviour to make a contribution to a more sustainable society. Many of the reasons given for learners not having sustainable behaviour were economic or because they were restricted in their ability to change things, e.g. in insulating their homes or buying certain products.

### What learners would like to learn more about - their expectations

The survey showed that approximately 80% of learners have no involvement in any projects or activities in the area of sustainability but general feedback suggested that learners were interested in finding out more about sustainable activities. The materials produced in IO2 of the project should offer practical ideas, advice and solutions to enable learners to become active and engage in a variety of sustainable activities to suit different kinds of learners.

## Final conclusions of the research

Despite there being very little or no set national curricula or obligation on institutions and teachers to deliver ESD, there is a clear positive attitude from both learners and teachers for this to be part of the syllabus in language programmes for migrants. To maximise the inclusion of migrants and asylum seekers into society and develop their key competencies, ESD should be included in language courses to enable learners to fully participate in all aspects of life in their new countries.

The project should develop learning and teaching materials to support this and produce a range of differentiated learning materials and resources for activities covering different language skills across a number of key topics within sustainability. The materials should not only develop knowledge about sustainability in its many topics but also develop the key competencies such as communication in foreign languages, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship as well as cultural awareness and expression.

Teachers and learners already have some knowledge of sustainability but the project should endeavour to broaden the range of understanding of all aspects of ESD, including the development of competences like imagining future scenarios and making decisions in a collaborative way to enable learners to use these skills in their daily lives.

Institutions should be advised and encouraged to have ESD embedded within language programmes and support teachers to deliver this by providing adequate CPD opportunities

## Statistics of Country of Origin

Row Labels	Count of Number
...	7
??	1
AFGHANISTAN	12
Africa	2
Albania	4
Algérie	6
Argentina	1
Äthiopien	1
BANGLADESH	6
bb	1
Bénin	1
Brazil	2
Bulgaria	2
CAMEROON	6
China	15
Colombia	1
Congo	13
Cote D'Ivoire	8
Cuba	3
Czech Republic	5
Dominikanische Republik	1
Egypt	2
Eritrea	4
France	1
Gambia	2
Greece	4
Guinea bissau	1
Guinée	7
Haiti	1
Hungary	3
India	1
IRAN	5
Iraq	20
Italy	2
Ivoirienne	1
Kasachstan	1

Kazakstan	2
La mauritanie	1
Le Maroc	2
MALI	13
Mali congo kinshasa	
Angola	1
Mazedonien	1
Mexico	1
Moldavia	18
Morocco	9
Namibia	1
Nigeria	4
not specified	9
Pakistan	1
Pérou	1
Poland	13
Portugal	1
prefer not to say	3
R	1
Romania	23
Russia	4
SENEGAL	8
Slovakia	2
Somalia	6
Spanien	1
Sudan	9
Syria	56
Thailand	3
Tschechien	2
Tunesien	1
Turkey	1
UK	2
Ukraine	5
Ungarn	3
USA	1
Vietnam	4
Weissrussland	2
<b>Grand Total</b>	<b>368</b>



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