“Pestalozzi” In-Service Training Programme for Education Professionals


SUPPORTING TEACHING IN A MULTICULTURAL SCHOOL

1-5 October 2008, Tampere Finland

OPETUSALAN KOULUTUSKESKUS OPEKO
NATIONAL CENTRE FOR PROFESSIONAL DEVELOPMENT IN EDUCATION
SUPPORTING TEACHING IN A MULTICULTURAL SCHOOL
1–5 October 2008, Tampere Finland

Aims and working methods

The aim of the European Workshop ‘Supporting Teaching in a Multicultural School’ was to provide the participants with selected knowledge, models and pedagogical tools related to intercultural understanding, global education and multicultural pedagogy, with the specific objectives to:

- Explore the educational needs of immigrant learners and the practical measures of educational support provided by the school in order to help them reach their equal rights to learning and personal development
- Open the concept of intercultural competence and intercultural sensitivity and apply this information to teachers’ reality
- To share new ideas, challenging viewpoints and different experiences on education for global responsibility and sustainable future

The programme was a combination of introductory lessons, group activities, participants’ presentations, school visit and cultural programme. Co-operative learning was used as a working method throughout the workshop. Participants had also been asked to prepare studies and examples of good practice from their own school or country, related to the three main themes of the workshop.

The participant group consisted of 17 class and subject teachers, heads of schools, student counselors, teacher trainers and inspectors in primary and general secondary education from seven signatory States to the European Cultural Convention (10 delegates) and from the host country (7 delegates).

Programme

Wednesday, 1st of October

The workshop started with a get-together party at the conference venue Opeko on Wednesday evening, which was the arrival day of the participants. From the very beginning the group members showed great enthusiasm for lively discussions with each other.

Thursday, 2nd of October

The workshop’s opening speech was held on Thursday morning by Mr Matti Pietilä, Counsellor of Education, Deputy NLO for the Pestalozzi Programme from the Finnish National Board of Education. He introduced the participants to the institutions and activities of the Council of Europe and to the organisation of the Pestalozzi programme. The participants received the booklets and teaching materials sent by the Council of Europe Division of European Dimension of Education, Strasbourg.

Mr Pietilä also told about the role and tasks of the National Board of Education in the administration, development and evaluation of education, and described the main features of the Finnish education system.
Workshop led by Mr Sakari Ilkka, Education Advisor, Opeko

Mr Sakari Ilkka started his presentation by defining the concepts of multiculturalism, interculturalism/intercultural competence and global education, at the same time illustrating the differences between the chosen aspects in the coming workshops:
Opportunities and challenges of multiculturalism in curriculum and school culture

**Immigrants in Finland**
Foreign citizens 122 000 (2,3 %)

Largest groups (by the country of origin):
- Russia 25 500
- Estonia 17 500
- Sweden 8 500
- Somalia 4 500
- Serbia & Montenegro 3 500
- China 3 500
- Iraq 3 000
- UK 3 000
- Germany 3 000
- Turkey 3 000
- Thailand 3 000
- Iran 2 500

**Pupils / Students with Immigrant Background**

<table>
<thead>
<tr>
<th>Level</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparatory education for basic educ.</td>
<td>1 700</td>
</tr>
<tr>
<td>Basic education</td>
<td>16 600 (2,9%)</td>
</tr>
<tr>
<td>Upper secondary</td>
<td>2 800</td>
</tr>
<tr>
<td>Preparatory education for VET</td>
<td>1 100</td>
</tr>
<tr>
<td>VET</td>
<td>7 300</td>
</tr>
<tr>
<td>Universities</td>
<td>5 400</td>
</tr>
<tr>
<td>Polytechnics</td>
<td>4 600</td>
</tr>
</tbody>
</table>

**Group discussion:**
- Discuss the characteristic features of immigration in your own country / city/area.
- What are the major challenges you are facing at school?
**Obvious challenges:**
- Poor knowledge of Finnish / Swedish
- Cultural & religious differences
- Traumatic past
- Slow / inadequate integration
- Poor academic background
- Unemployment
- Lost parenthood
- Unrealistic expectations
- Difficulties in diagnostics
- Teen-aged newcomers

**ADAPTATION TO A NEW CULTURE (ACCULTURATION STRATEGIES)**

<table>
<thead>
<tr>
<th>High value on one's own culture</th>
<th>Rejecting one's own culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>High value on majority culture</td>
<td>integration</td>
</tr>
<tr>
<td>Rejecting majority culture</td>
<td>Segregation / separation</td>
</tr>
</tbody>
</table>

**Group discussion:**
- How are the immigrants expected to integrate into the society in your own country? Goals? Policies? Public opinion? - Choose your own angle!

**Measures of support for pupils with immigrant background in Finland:**
- Preparatory education
- Finnish / Swedish as a 2nd language
- Religion
- Instruction of mother tongue
- Instruction in mother tongue
- Personalised study plan
- Transit groups / classes
- Supportive staff in the classroom
- Remedial teaching
- Multi-professional approach to student welfare
- Community interpreters
- Extra financial support for 4 years
Preparatory education
• Average 1 year
• Not mandatory for municipalities
• Flexible arrangements

Finnish / Swedish as a Second language
• Not an individual subject; one of the syllabi in the “Mother tongue and literature” subject
• For anyone whose skills are not as good as those of native speakers in all areas of language proficiency
• As long as it takes; 2-7 hours / week
• Flexible arrangements
• Evaluation according to second language - criteria

Mother tongue instruction
• Goal: functional bilinguality and biculturality
• Instruction of 50 languages as mother tongues
• Extra curricular activity
• Voluntary basis

NB: Instruction of different subjects IN one’s own mother tongue also possible

Personalised study plan
• Considering linguistic capabilities and the students’ background factors
• On-going process with constant evaluation
• Analysis of contents
• NO settling for less!

Group discussion:
• How do you try to help the pupils with immigrant background to study succesfully?
  - Local or national solutions; choose your own angle.

PISA 2006:

Finnish students with immigrant background outperformed the average immigrant students in OECD countries by 50 points.

Maybe we have done at least something right.

Friday 3rd of October

On the second day of the workshop the participants visited Etelä-Hervanta Comprehensive School. The school has 600 students on grades 1-9, and some 15% of the children have immigrant background, the biggest immigrant groups being Russian, Afghan and Vietnamese.
The teachers had prepared a versatile programme for the visitors with examples of immigrant education in practice in a Finnish school. The guests visited a transition phase class (between grades 6 to 7) and followed instruction preparing for basic education. They also learned how the school has organised instruction of Finnish as a second language and students’ mother tongue instruction.

**Workshop led by Ms Heidi-Maria Listo, Education Advisor, Opeko: Intercultural competence**

The aim of the session was to introduce the central elements connected to (teacher’s) intercultural competence.

**Topics introduced:**

- Different contexts of teacher's intercultural competence
- The concept of intercultural competence
- Levels of awareness as a basis for teacher's multicultural competence (Talib)
- Intercultural competence in an expatriate context (Kealy)
- Components of teacher's intercultural competence: substance, pedagogical, organizational, scientific, and visionary intercultural competence (Listo)
- The developmental stages of intercultural sensitivity
- Dimensions of intercultural communication
- Intercultural adjustment process (Rhinesmith)

**Mode of work:**

- Introductory lectures with active discussions for sharing participants views, experiences and different cultural approaches to the theme
- Structured small group discussions
- Exercises: some conducted, others introduced and delivered as hand-outs

The topics were well received by the participants and the sessions included active discussion which connected the topics to both the participants’ work and to their respective cultural contexts. The exercises were also appreciated as useful material to be applied in the participants’ work.
Saturday 4\textsuperscript{th} of October

\textbf{Participants’ presentations}

The participants offered a wide European perspective to the workshop by sharing their ideas and examples through a variety of presentations:

- Ms Marika Prave, Estonia: Education of Immigrant Children in Estonia
- Ms Arianna Kitzinger, Hungary: Our Multilingual Europe
- Ms Maria del Cristo Alonso Lugo, Spain: Savoir aimer
- Ms Isabelle van Dyck, Finland: The Sotkamon IB-lukio
- Ms Sirkku Laukkanen, Finland: The Rajamäki Comprehensive School
- Ms Ilka Laxczkowiak, Germany: Global Education in German Schools

The presentations were up-loaded to the Internet (http://www.peda.net/veraja/opekoo/pestalozzi_workshops_2006) and are available to the participants also after the workshop.

\textbf{Workshop led by Mr Jari Kivistö, Education Advisor, Opeko: Global Education & Education for Global Responsibility}

Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.

\textit{Definition of Global Education by the North South Centre of the Council of Europe (2002)}

- \textbf{We have to activate students}

We don’t transfer values but we activate students to think: “what makes people to do the things they do?”

- \textbf{The school is there to make it possible}

Our task is to make it possible for students to build and widen their worldview.

- \textbf{It’s a real learning process}

Development education is an active learning process, founded on values of solidarity, equality, inclusion and co-operation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues, to personal involvement and informed action.

\textit{Definition of Development Education by CONCORD (2004)}

www.global.finland.fi
Conclusions

To conclude the workshop the participants reflected upon and wrote down about their experiences and lessons learned:

**MAIN LESSONS LEARNED / EXPERIENCE GAINED?**

- Different educational systems
- Special programs for immigrants (e.g. preparatory, transition year)
- Assurance to be on the right way
- Peer support for a teacher
- We all have the same problems
- Everything has been important and interesting
- Information, experiences, ideas exchanged for example in sauna → informal discussions with other teachers (for next courses we hope more free time for that)
- I have had a chance of spending a few days in a foreign country which will help me set empathy for immigrant people
- Very good that lectures are mixed both group discussions and practical everyday school life

**WHAT BENEFITS HAVE YOU GAINED FROM DISCUSSIONS?**

- Exchange of experiences
- Intensive course of English
- Good opportunity for sharing points of view
- We are not alone. There's so much to do
- Positive environment
- Professional lectures and all people from our group love their profession and are interested about Long Life Learning.
- Practical ideas about the education of immigrants
- A lot of motivation and I think that I have improved + worked on the development of my Intercultural Competence
- We learned rich cultural backgrounds of other participants as means of comparison.
- Different point of views
- New materials
- Outspoken opinion of problems (instead of a “rosy picture”)  
- Confidence

**HOW CAN YOU USE THE NEW KNOWLEDGE OR EXPERIENCES AT YOUR WORK?**

- Ideas /material for activities in class to take home
- How to organize multicultural teaching / support etc.
- Ideas for global teaching / teacher training
- Teachers multicultural competence (Talib) → discussion among the teachers in our schools
- I can use some clear (clearer than before) definitions
- I can show the different grades of “adaptation to a new culture” - both drawbacks and advantages
- Sharing different European school ideas about what’s global education - multiculturality
- To share this experience with colleagues and found new ideas to organize international conference, seminar (workshops)
- At a small scale, practical things I have learnt here I can use them in my own classroom as soon as I get there. But at a large scale, and aiming to organize the school system better, is not going to be possible without the administration support
- As a teacher from a developing country, I can transfer all the documents and experiences I get to the local and national educational authorities for better and improving education
List of Participants

Cyprus
Ms Vasiliki Savvidou, Ministry of Education, Nicosia
Mr Marios Stylianides, Pano Polemidia Primary School, Limassol

Estonia
Ms Marika Prave, Jõgeva Municipality

Finland
Ms Elli Laitinen, Jääli School
Ms Sirkku Laukkanen, Rajamäki School, Nurmiijärvi
Ms Tiina Nissinen, Paulaharju School, Oulu
Ms Helinä Rahman, Turun normaalikoulu Teacher Training School, University of Turku
Ms Annika Ruohonen, Pääskytie School, Porvoo
Ms Kerttuli Saajoranta, Koskela School, Oulu
Ms Isabel Van Dyck, Sotkamo Upper Secondary School

Germany
Ms Ilka Laxczkowiak, Bröndby Oberschule, Berlin

Hungary
Ms Arianna Kitzinger, West-Hungarian University, Faculty of Pedagogy, Sopron

Spain
Ms Maria Alonso Lugo, Tenerife
Ms Ivana Campos, CEIP Asturias, Gran Canaria
Ms Laura Mercaeral Juanico, Consejo de Europa, Menorca, Baleares

Turkey
Mr Hilmi Türkyılmaz, Sehit Pilot Bayan Ayfer Gok Primary School, Meram Konya
Mr Ali Güven, Iskilip Lisesi, Iskilip/Çorum

Workshop Organisers

The Finnish Ministry of Education

The Finnish National Board of Education (FNBE):
Counsellor of Education, NLO for the Pestalozzi Programme, Mr Jorma Kauppinen
Counsellor of Education, Deputy NLO for the Pestalozzi Programme, Mr Matti Pietilä

National Centre for Professional Development in Education, Opeko:
Education Advisor, Mr Sakari Ikka
Education Advisor, Ms Heidi-Maria Listo
Education Advisor, Mr Jari Kivistö
International Coordinator, Ms Anne Hjulgren
Education Secretary Ms Johanna Hellman
### Pestalozzi Workshop Evaluation Form

**Total number of respondents:** 16

#### A. CONTENTS / METHODS

1. **The pre-seminar tasks were**
   
   **Number of question respondents:** 11  (avg: 3)
   
<table>
<thead>
<tr>
<th>Task Description</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Of no value</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>1.2 Valuable</td>
<td>36.4%</td>
<td>4</td>
</tr>
<tr>
<td>1.3 Of considerable value</td>
<td>27.3%</td>
<td>3</td>
</tr>
<tr>
<td>1.4 Of great value</td>
<td>36.4%</td>
<td>4</td>
</tr>
<tr>
<td>1.5 Of exceptional value</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

2. **Did the actual benefits from the workshop meet your expectations?**
   
   **Number of question respondents:** 16  (avg: 3.9)
   
<table>
<thead>
<tr>
<th>Benefit Description</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Not at all</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>2.2 Partly</td>
<td>12.5%</td>
<td>2</td>
</tr>
<tr>
<td>2.3 Yes</td>
<td>6.3%</td>
<td>1</td>
</tr>
<tr>
<td>2.4 Very much</td>
<td>56.3%</td>
<td>9</td>
</tr>
<tr>
<td>2.5 Completely</td>
<td>25%</td>
<td>4</td>
</tr>
</tbody>
</table>

3. **Did the content of the workshop meet your needs?**
   
   **Number of question respondents:** 16  (avg: 3.7)
   
<table>
<thead>
<tr>
<th>Need Description</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Not at all</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>3.2 Partly</td>
<td>6.3%</td>
<td>1</td>
</tr>
<tr>
<td>3.3 Yes</td>
<td>25%</td>
<td>4</td>
</tr>
<tr>
<td>3.4 Very much</td>
<td>62.5%</td>
<td>10</td>
</tr>
<tr>
<td>3.5 Completely</td>
<td>6.3%</td>
<td>1</td>
</tr>
</tbody>
</table>

4. Please rate the following aspects of the workshop and add any comments you may wish to make:
### Overall planning

**Number of question respondents: 16 (avg: 2.8)**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>18.8%</td>
<td>3</td>
</tr>
<tr>
<td>Good</td>
<td>81.3%</td>
<td>13</td>
</tr>
</tbody>
</table>

### General atmosphere of the workshop (warmth, friendliness etc.)

**Number of question respondents: 16 (avg: 2.9)**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>6.3%</td>
<td>1</td>
</tr>
<tr>
<td>Good</td>
<td>93.8%</td>
<td>15</td>
</tr>
</tbody>
</table>

### Comments:

1. Very nice indeed. (-16726117)
2. There was a mix up with the hotel rooms, so that the Finns had to change hotels on the second to last day of the seminar. Otherwise everything went perfectly. (-16726139)
3. Everything has been well planned, and we have had the chance to know the culture. (-16726159)
4. I WOULD SAY THAT I AM MORE THAN SATISFIED WITH THE WHOLE THING. I AM VERY THANKFUL FOR HAVING THE OPPORTUNITY OF BEING PART OF THIS SEMINAR. (-16726174)
5. The participants got on very well and it positively affected the pace of the discussions. (-16726142)
6. I had a great time in Tampere. The group was very welcoming. We enjoy every time we had some spare time. (-16726112)
7. Before the workshop started I always received a quick reply by email and with accurate, necessary information. The atmosphere was GREAT. Everybody was very motivated and enthusiastic but that was also thanks to the workshop leaders. The people we have met from OPEKO showed motivation and ambition which transmits to the participants. (-16726133)
8. The content was OK. As immigrant education is only a part of my work, the expectations were not completely fulfilled. It is NOT the fault of the programme. It is due to my special situation. (-16726128)

### General quality of lectures

**Number of question respondents: 16 (avg: 2.9)**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>12.5%</td>
<td>2</td>
</tr>
<tr>
<td>Good</td>
<td>87.5%</td>
<td>14</td>
</tr>
</tbody>
</table>
Comments

1. I also gain individual advice. (-16726117)
2. Especially Heidi-Maria, Sakari and Jari were excellent! (-16726139)
3. GOOD TIMING (-16726174)
4. The advisors in Opeko are specialist on their areas and gave us the most current examples and practical ideas. (-16726142)
5. Especially very well-maid poweopoint presentation and very active and proffessional done by Mr Skari Ilkka about Immigrant education in schools. (-16726131)
6. All lectures were of great interest to me. Maybe I would have liked to hear more about global education, and to learn more practical issues about this subject. (-16726112)
7. Heidi-Maria Listo´s and Jari Kivistö´s lectures were well planned and gave lots of thinking. (-16726109)
8. I liked that the presentations were copied in advance and given at the same time. It gave the opportunity to add ideas. The people given the lectures showed a deep knowledge of the topic, not only theoretical but also practical (-16726132)
9. High quality lectures with very motivated and dedicated lecturers. (2,5 hours at a length were a little long though on Friday afternoon - we could have done with a 5-minute break.) (-16726128)
10. Fridays lecture about intercultural competence was very interesting as well as topics about global education on Saturday. (-16726106)

General quality of discussions in plenary

Number of question respondents: 16 (avg: 2.9)

| (9.1) Poor | 0% | 0 |
| (9.2) Satisfactory | 12.5% | 2 |
| (9.3) Good | 93.8% | 15 |

General quality of discussions in groups

Number of question respondents: 16 (avg: 2.9)

| (10.1) Poor | 0% | 0 |
| (10.2) Satisfactory | 12.5% | 2 |
| (10.3) Good | 87.5% | 14 |

Comments

1. Excellent, very interesting discussions (-16726139)
2. Very useful. We have been sharing experiences and different points of view. (-16726159)
3. As discussions were made by participants from different countries and different ages, the ideas exchanged were quite rich and beneficial. (-16726142)
4. Discussions in groups where always very fulfilling. From an academic point of view we learnt a lot but also from the personal experiences of each participant. The group here was very special, all interested in sports, very healthy, optimistic, active people, willing to improve their skills in order to do their works even better. It is a shame we didn't spend some more time together to learn more from each other. (-16726112)
5. The full days didn't allow lots of discussing in groups but inspired people to continue talking elsewhere. (-16726109)
6. There was time and opportunity given to everyone. I didn't feel rushed. (-16726133)
7. It was one of the most interesting parts of the programme - the "How is it done in YOUR country?" sections. (-16726128)
8. It was nice that people had opinions and were willing to share them. It gave me some new ideas. (-16726106)
Documents, teaching materials

Number of question respondents: 16 (avg: 2.8)

(12.1) Poor 0% 0
(12.2) Satisfactory 25% 4
(12.3) Good 75% 12

Comments

1. Excellent materials and it's wonderful that they are available on the internet. (-16726139)
2. All material were very adequate. Not only those given by the organisers but also all materials provided by the participants. (-16726112)
3. Teaching materials may be more. (-16726102)
4. All shown material should be in english. (-16726109)
5. Thank you for the copies and afterwards we can check on the web (-16726133)
6. Very impressive and clear Power Point presentations with tangible hand-outs. Congratulations! (-16726128)
7. Some material used was only in Finnish. (-16726106)

Practical work

Number of question respondents: 15 (avg: 2.5)

(14.1) Poor 0% 0
(14.2) Satisfactory 46,7% 7
(14.3) Good 53,3% 8

Comments

1. I don't know what is meant here. (-16726139)
2. there is a need for visiting more schools (-16726150)
3. The practical work was very good but I wish that the visit to the School was longer. I also would have liked to assist to normal lessons were all the students were together, the finnish and the immigrants at the same time. (-16726112)
4. We visited a school. It was nice and beneficial but workshop activities would be practiced more. (-16726102)
5. The course title "Workshop" leads thoughts to more concrete practical work with the participants. (-16726109)
6. I liked the discussions. I liked the visit at school but wish there had been more time to see more of everyday life. Now we saw mostly the teachers and a small group... I wish we could have done more observation maybe in smaller groups... but time was short... (-16726133)
7. I could have imagined visiting more schools in a larger spectrum of education (from kindergarten to higher education). (-16726128)
8. Perhaps little less lectures and more conversation/planning in groups. (-16726106)

B. ADMINISTRATIVE ASPECTS - please tick as appropriate and add any comments you may wish to make
1. **Accommodation**

   Number of question respondents: 16 (avg: 3)

   - (16.1) Poor: 0% 0
   - (16.2) Satisfactory: 0% 0
   - (16.3) Good: 100% 16

2. **Social activities**

   Number of question respondents: 16 (avg: 2.7)

   - (17.1) Poor: 0% 0
   - (17.2) Satisfactory: 31.3% 5
   - (17.3) Good: 68.8% 11

3. **Free time**

   Number of question respondents: 16 (avg: 1.6)

   - (18.1) Too little: 37.5% 6
   - (18.2) Adequate: 62.5% 10
   - (18.3) Too much: 0% 0

**Comments**

1. The hotel has been very nice and comfortable and well situated. I liked the social activities because it's a way of getting to know other people and taste typical food. (-16726159)
2. More free time more days for working (-16726150)
3. More free time (-16726134)
4. I have missed more free time for being around the lovely city of Tampere. (-16726174)
5. I know this not a pleasure trip, so even though we did not have almost any free time, it was ok, because we really made our best from every day lesson. (-16726112)
6. Hotel near the courseplace- good! (-16726109)
7. I know it is really difficult to jam in everything important in three short days. Yet, I feel sorry for the colleagues who have not been to Finland yet. The Council of Europe should see that visiting a country in Europe is not sheer (academic) tourism but a first-hand INTERCULTURAL experience. More space and time should be given to meet locals and "breathe in the air" of the host country. (-16726128)

**C. MISCELLANEA**
1. Are there any further comments you would like to make about this workshop?

1. Give more specific frame for the topic of presentations of the participants (-16726121)
2. It's been very interesting, and above all we could be listening to other countries' experiences and how they cope with the immigrants teaching. (-16726159)
3. to send the material to the participants before the workshop (-16726150)
4. The school visits was the best for me. I wish I could have spent more time there. Just observing and taking notes. I missed the opportunity of visiting a home classroom. The way that they live together in the same classroom, sharing cultures, languages, misunderstandings... (-16726174)
5. The perfect organization and friendly qualified staff made the seminar quite good. (-16726142)
6. Work shop team works good and everything that was planned was done. It would be nice and more interesting if every participant has made presentation and in power point. (-16726131)
7. As I have said before, I think that the practical experience, visiting the school should be longer. (-16726112)
8. These kind of courses are important! Maybe a bit more exact information about the teacher presentation to be given. (-16726109)
9. interesting necessary for more teachers!! (-16726133)
10. Thank you for everybody at Opeko for his/her conscientious work and for the few intense and interesting days in Finland! :) (-16726128)
11. It would have been interesting to find means how to create new kind of atmosphere among the teaching staff, parents and pupils considering this issue. (-16726106)

2. Do you have any suggestions to make for improving the quality of similar workshops in the future?

1. More school visits. More pre-seminar tasks to be sent to the participants (-16726154)
2. more school visits, opportunities for sharing practical classroom activities, methodology stuff. (-16726174)
3. NO, I think that the organization was perfect. (-16726112)
4. It suited me really well! (-16726133)
5. NETWORKING could be a part of the official programme, i.e. to give time for those who work in similar areas so that they could found future relations. Also, it would be nice to see how participants develop after the course. A real FOLLOW-UP (besides the report) would be of a great value. (Maybe we will have the chance for it on the Intranet, I cannot see it clearly yet.) (-16726128)