

The background image shows the interior of an airport terminal. The scene is dominated by large windows that offer a view of the tarmac and several airplanes. The lighting is warm and golden, suggesting a sunset or sunrise. In the foreground, the silhouettes of people are visible against the bright light from the windows. One person is walking towards the left, another is standing near a luggage cart, and a third person with a large backpack is walking towards the right. The ceiling of the terminal has a grid of recessed lighting fixtures.

**Social Justice in working with adult migrants- a transnational study on competences**

# About the research and the project

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- Within the project **SO JUST- Social justice in working with migrant adults** implemented in an extended consortium, the Institute of Adult Education is responsible for elaborating a profile for the adult educator working with adult migrants and also to develop learning modules for adult educators.
- The process of research has revealed the main fields of competences for adult educators, as well as instruments of adapting training of the migrants to digital practices.
- Our research has focused on: defining the profile (competences) of a specialized figure of EdA educator / guidance counsellor able to design and implement interventions to embrace social justice in guidance practices aimed at specific target group.

# Methodology

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In defining a profile of the educator we have organized focus groups in five different countries: Italy, Sweden, Romania, Portugal and Turkey. The objectives we have set are the following:

1. Defining the role of the adult educator
2. Identifying the competences adult educators should develop when working with adult migrants
3. Defining the behavioural framework of the interaction between adult educators and adult migrants

The focus groups were organized with three different target groups: educators that work with adult migrants, adult migrants and migrant leaders. Some of the focus groups were conducted mixing migrants and migrant leaders in a common focus group .

In each of the focus groups there were included 8 to 15 participants, taking the focus groups to a diversity of answers and topics covered (8 focus groups were conducted).

# Research Stages

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## First stage:

Identifying a thematic framework, by writing memos in the margin of the text in the form of short phrases, ideas or concepts arising from the texts and beginning to develop categories. At this stage descriptive statements are formed and an analysis is carried out on the data under the questioning route.

## Second stage

Charting, involves lifting the quotes from their original context and re-arranging them under the newly-developed appropriate thematic content. One of the most important aspects of this task is data reduction, which is achieved by comparing and contrasting data and cutting and pasting similar quotes together.

## Interpretation of data

We have to make sense of the individual quotes, but also to be imaginative and analytical enough to see the relationship between the quotes, and the links between the data as a whole. Krueger (1994) provides seven established criteria, which suggest the following headings as a framework for interpreting coded data: words; frequency and extensiveness of comments; specificity of comments; intensity of comments; big ideas.

# Characteristic of the adult worker relying on social justice in his/her practice

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In analyzing the responses that have been given by migrants and migrant leaders during the focus groups, we have identified several categories of topics that have structured themselves as fundamental concepts in understanding the role of the educators in the life of the migrants.

The most frequent topics that have appeared throughout the interviews are the following:

- **Motivation and inspiration** -Most of the participants in the focus groups have referred to educators as “models”, “reference points' ', people they look up to and people who are part of their lives as guides and hosts in the new country in which they do not know more.

# Features mentioned by respondents- high frequency

## **Offering support**

- Most of the migrants and migrant leaders have highlighted the role of support that the educators has in the life of the migrant.

## **Enjoying their job**

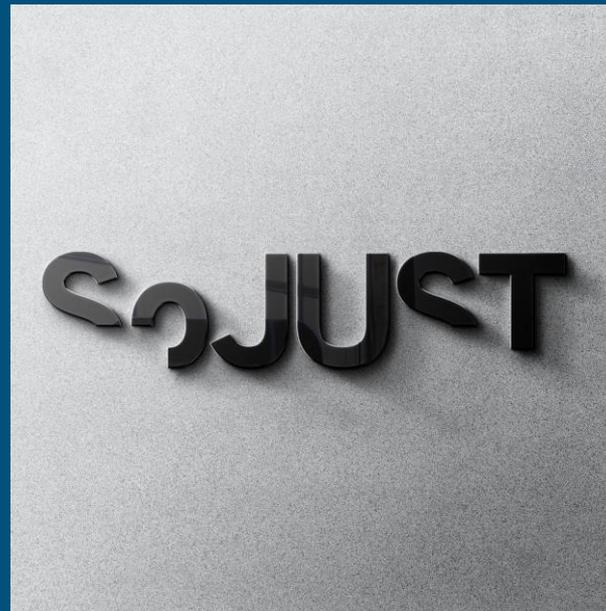
Many of the migrants who have participated in the focus groups have placed a great emphasis on the importance of the approach educators have towards their job.

## **Personal relationship with migrants**

relationships that go beyond the limits of the classroom and the subject that is studied and continues “into the personal lives” of the parties (the migrants value the openness of the educator and their disponibility to be contacted also outside class hours and on a diversity of topics).

# Features mentioned by respondents- medium frequency

- Relation of confidence
- Intercultural skills and abilities
- Expertise
- Equal treatment
- Empathy
- Listening abilities
- New methods to be used in training
- Mutual respect



# Recommendations

When defining the profile and the competences that are necessary for an adult educator working with migrants, we make the following recommendations:

- The adult educator has to be enabled to carry out a transfer of skills by extending the capacity of the participants to act.
  - The interests and resources of the participants should be the starting points for the educational offers adult educators propose. The process of training and teaching has to be adjusted and to be improved through lifelong learning training that educators should seek.
  - The adult educator has to be prepared to promote the autonomy and self-efficacy of participants
- The adult educator should have that professional capacity to organize a learning process that is carried out on an equal footing and that is a dialogue between equals between teachers and students
  - Intercultural education, anti-discrimination and anti-racism are cross-cutting issues in all areas of learning that this specialist will address in his/her work with migrants.
  - The adult educator should have the capacity of transcending the student- trainer/teacher relationship and offer emotional and personal support to the adult migrant.
  - Authorities should consider carefully the psychological stress adult educators working with adult migrants are put up to and develop comprehensive strategies to address this problem (through legislation and better regulation of the working environment).

# Conclusion

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The expectations migrants and migrant leaders have from the educators that support them in becoming integrated in the host society are diverse, as well as the considerations of the adult educators about their job, but they can be summarized in a definition:

***The profile of the educator working with migrants is a professional with a solid formal education background, open to develop their competences through constant training, who has the role of model, mentor, guide for the migrant through the use of specific competences: subject related competences, communications skills, intercultural skills, legislation knowledge and who is also perceived as a closer person, almost a friend with whom personal issues can be approached, in a tolerant and accepting environment, governed by specific rules.***

THANK YOU!