



HELLENIC REPUBLIC

Ministry of Education and Religious Affairs

**REGIONAL DIRECTORATE FOR PRIMARY
AND SECONDARY EDUCATION OF ATTICA**



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
Υπουργείο Παιδείας & Θρησκευμάτων

ΠΕΡΙΦΕΡΕΙΑΚΗ ΔΙΕΥΘΥΝΣΗ
ΠΡΩΤΟΒΑΘΜΙΑΣ & ΔΕΥΤΕΡΟΒΑΘΜΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ ΑΤΤΙΚΗΣ



QuaMMELOT MULTIPLIER EVENT

OPEN SEMINAR TO SHARE RESULTS OF THE QuaMMELOT PROJECT AND PRESENTATION OF THE ON LINE COURSE QUALIFIED TEACHING TO IMPROVE THE INCLUSION FOR REFUGEES AND IMMIGRANTS STUDENTS

Organized by

The Regional Directorate for Primary and Secondary Education in Attica, 24th January 2020

08:30 – 14:30, Amphitheatre of HELLENIC PASTEUR INSTITUTE, 127 Vasilissis Sofias Avenue, p.c. 11521, Athens



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QuaMMELOT



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UNIVERSITÀ
DEGLI STUDI
FIRENZE
SCIFOPSI
DIPARTIMENTO DI
SCIENZE DELLA FORMAZIONE
E PSICOLOGIA



VIFIN



QuaMMELOT (2017-2020): Qualifications for Minor Migrants' Education and Learning Open access – Online Teacher-training 2017-1-IT02-KA201-036610 - Erasmus + 2014-2020

QuaMMELOT MULTIPLIER EVENT

Presentation of the results of monitoring QuaMMELOT Program online courses through a questionnaire developed in Greece

Dr Gerogios Kosyvas

*Regional Director for Primary and Secondary Education of Attica,
Project Manager and Coordinator of the QuaMMELOT Program in Greece*

Centre-Lines of my presentation

- **The integration of migrant/refugee students in Greek Secondary Education and the QuaMMELOT programme;**
- **Brief introduction to the QuaMMELOT programme and the experimental implementation of online training;**
- **Quantitative findings of the experimental implementation;**
- **Qualitative findings of the experimental implementation.**
- **Preliminary questionnaire results.**



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The integration of migrant/refugee students in Greek Secondary Education and the QuaMMELoT programme



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The refugee/migration issue in Greece

- The outbreak of the refugee/migration issue these recent years has become **one of major importance for the citizens' everyday life.**
- Greece, like many other European countries, **has been receiving a significant number of refugees/ immigrants,** who leave their homeland mainly due to military conflicts, in order to make a new start in a different country, with different cultural values and a different language.
- Because of its geopolitical location, Greece **is defined by scores of refugees and economic migrants,** who are mainly bound for other European countries.



Receiving and integrating refugees: a constant challenge

- After the **border closure** by certain countries of the European Union, the prospects of these people moving to other countries are limited.
- Many refugees/immigrants from **Syria, Afghanistan, Iraq and Pakistan** remain trapped in Greece. **They stay in hotspots or in shelters and flats in the urban fabric.**
- Since 2015, with the increase of migration influx, this problem has taken explosive proportions and both the Greek authorities as well as local societies are faced with the **constant challenge of effectively dealing with refugees' / immigrants' reception and accommodation in our country.**



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Defending the right to education



- The right to education is a fundamental human right for everybody, **regardless of their nationality, race, color or religious beliefs**, which any civilized, democratic **country has the duty to respect and protect.**
- Every child has the right to education, all the more a child seeking asylum, **according to European and national law.**
- Facilitating access to education for refugee minors constitutes **a basic duty and obligation of the Greek state.**
- The large, and constantly growing, number of refugee/migrant children in our country has led to **the need for their education.**



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Educating refugee children in Greece



- For refugee/migrant children to smoothly integrate into society, their education is deemed necessary, **so that they grow into active citizens, contributing to its progress.**
- With the suitable curriculum, innovative courses and teaching techniques, it is expected that they will cope with the continuous changes in society and that **the possibility of marginalization will be eliminated.**
- In order to achieve the learning objectives, **teaching Greek as a foreign language is predominant, both in a communicative and a cognitive approach.**
- It is also necessary to devise and apply good practices **adapted to the needs, aptitudes and qualities of refugees/migrants, so that they can integrate into Greek everyday life.**



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The main particularities of refugee education

- Need for psychological support, especially to **unaccompanied minors** (stress, insecurity, denial of attending school).
- Children who **have never attended or have dropped out of school**.
- **Parent-guardian absence** (a child's participation in school education, though desirable, is burdened by his/her increased family duties).
- Ignorance of the receiving country's language.
- Communication problems, not only due to the different language, but also because of the cultural differences (aggressive – unlawful behaviour).
- **The prospect of relocating**. Many parents don't send their children to school, because they consider learning the Greek language of little usefulness, as it will not be utilized in their destination country. They are more receptive to **English or German** language courses organized by NGOs or other entities, as this is more useful knowledge to them.

The objective of educating refugee/migrant children



Our first priority is to achieve a feeling of **security and acceptance**, to develop communication and to help them adapt to the educational process and the institution of school. **Achievement of cognitive objectives and good school performance come next.**



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Heterogeneity of the refugee school population

- In the 21st century, multiculturalism and interculturalism are of great importance in education, as modern societies present **a mosaic of different peoples and cultures**. **There are no longer schools or classes with an homogenous socio-cultural background.**
- In Europe, in Greece, and especially in Attica, **the blending of populations of different cultures, languages, ethnic groups and religions** is a reality. These factors are inhibitory and prevent the smooth integration of pupils with a refugee or immigrant background.
- **Furthermore, factors such as globalization, the economic crisis, the rapid development of technology and the outbreak of wars (civil, international, religious, e.t.c.) intensify heterogeneity.**
- **The refugee school population is volatile and unstable as to** its size, location and living conditions in the country.



Reception Facilities for Refugee Education (Δ.Υ.Ε.Π.)



- The Reception Facilities for Refugee Education first operate at the beginning of school year 2016-2017 (Δ.Υ.Ε.Π.):
- For preschool children staying at Refugee Hosting Centres (Κ.Φ.Π.) **kindergartens are provided.**
- Pupils from Refugee Hosting Centres **are transported** to Primary and Secondary Education Schools, where they attend classes at the Reception Facilities for Refugee Education from 14:00 to 18:00.



PRIMARY OBJECTIVE:

Children's transition from the camps into a school regularity and their inclusion into Reception Classes.

Regional Directorate for Primary and Secondary Education of Attica: NUMBER OF REGISTERED RECEPTION FACILITIES FOR PRIMARY AND SECONDARY REFUGEE EDUCATION (Δ.Υ.Ε.Π.)



NUMBER OF CLASSES : 26

NUMBER OF STUDENTS : 546

Date : 16/1/2020

**RECEPTION FACILITIES FOR REFUGEE
EDUCATION: BETTER LEARNING OUTCOMES**



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Reception Classes at schools of Primary and Secondary Education



- Reception Classes are included in the school's weekly timetable and **aim to gradually fully integrate foreign-language speaking pupils** into the Greek school's regular classes.
- Educational Priority Zone Reception Classes I (**T.Y. Z.E.Π. I**) are attended by pupils with **little or no knowledge of the Greek language**. They attend an intensive Greek language programme of **15 class periods per week**.
- Educational Priority Zone Reception Classes II (**T.Y. Z.E.Π. II**) are attended by pupils with **moderate knowledge of the Greek language**, which helps them deal with difficulties in regular classes. For pupils attending T.Y. Z.E.Π. II, support for Greek learning or more subjects is provided:
 - Either during regular classes **with parallel complementary tuition** (a second teacher in the classroom)
 - or **outside regular classes**.



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Regional Directorate for Primary and Secondary Education of Attica: NUMBER OF REGISTERED STUDENTS IN RECEPTION FACILITIES FOR PRIMARY AND SECONDARY REFUGEE EDUCATION

NUMBER OF RECEPTION CLASSES (Educational Priority Zone 1) : 224
NUMBER OF STUDENTS: 3448

NUMBER OF RECEPTION CLASSES (Educational Priority Zone 2) : 152
NUMBER OF STUDENTS: 2552

**NUMBER OF STUDENTS (not included in)
reception classes) : 7034**

Date : 17/1/2020

**RECEPTION CLASSES : BETTER INTEGRATION
RESULTS**



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COORDINATORS OF REFUGEE EDUCATION

Law.4547/2018 (Official Journal of the Hellenic Republic, Part 1/No 102/12-6-2018)

Article 77

The work of Refugee Education Coordinators pertains to the following fields including all relevant responsibilities in the area of their jurisdiction:

α) Advisory – educative / instructive field.

β) Administrative - social – educational field.

The Coordinators' task is to **monitor, manage and coordinate** anything regarding the refugee children's education throughout the school curriculum.

They constitute a link between refugee families and schools.



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Coordinators of Educational Matters Supervising and pedagogical guidance.

Law 4547/2018 (Official Journal of the Hellenic Republic, Part 1/No 102/12-6-2018)

Article 82

2. Coordinators of Educational Matters, who are charged with the pedagogical responsibility of schools operating Reception Facilities for Refugee Education, in cooperation with I.E.P. (the Institute for Educational Policy) and Refugee Education Coordinators of the area of their jurisdiction:

α) are responsible **for the scientific and pedagogical guidance of the teachers, by organizing training seminars** which teachers who work in Reception Facilities for Refugee Education (Δ.Υ.Ε.Π.) are required to attend,

β) list and encode problems which arise during the educational practice, submit proposals and **draw up a corresponding report** which they forward to the competent authorities of the Ministry of Education and the Institute for Educational Policy (I.E.P.)

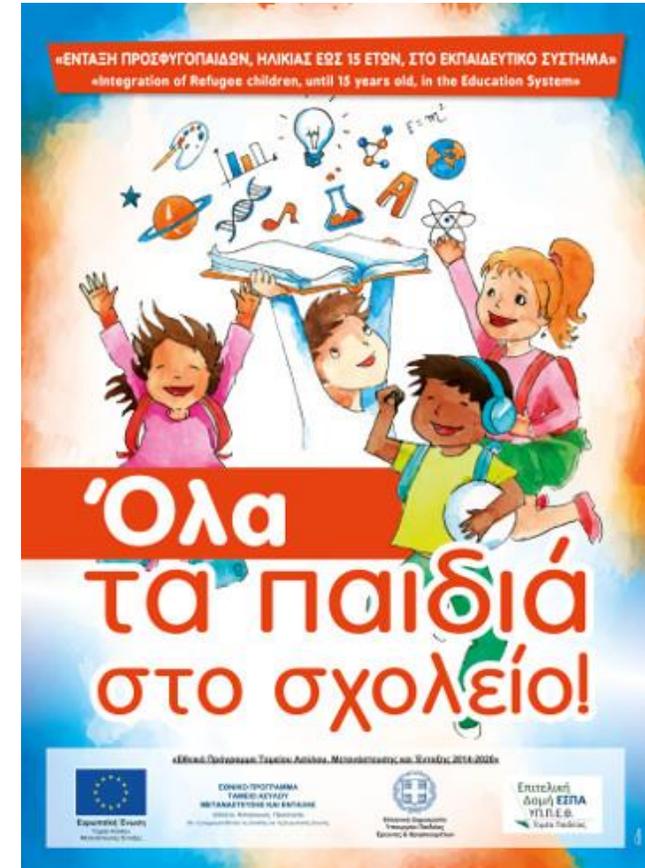


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Inclusive Education: “A school for all the children”

- Inclusive education aims at creating a school environment which embraces diversity and **offers equal learning opportunities to everybody without any discriminations.**
- **It seeks to lift any barriers that may hinder participation of all students in learning,** regardless of their gender, nationality, social background, disability or performance. It aims at **including and integrating all students in the educational process, irrespective of their particularities.**
- It points to the development and implementation of the suitable inclusive approaches which **meet the needs of otherness and its equal treatment; through these approaches diversity and heterogeneity become a source of joy and creativity.**



Intercultural Education for Inclusion

- Intercultural education is a dynamic process concerning **equal interaction among pupils of different cultures.**
- It contributes to **safeguarding human rights**, democracy and the Rule of Law, as well as **promoting mutual understanding.**
- Creating a framework of agreement, dialogue and communication **contributes to the inclusion of the trainees, irrespective of their origin, the decrease in academic failure and the tempering of social marginalization .**



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Inclusive Education and Bilingualism

- It is common practice for bilingual individuals, in their effort to communicate, **to learn to use both language codes while doing that.**
- In multicultural classes, multilingualism is acknowledged and the native language is practiced aiming at effective verbal communication and **linguistic and cognitive** flexibility of refugee/ migrant students.
- Communicative **multimodality**, interaction among pupil groups of different languages, consist a **valuable source of mutual enrichment.**



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Basic theoretical principles of Teaching Greek as a Foreign Language in Reception Facilities for Refugee Education (Δ.Υ.Ε.Π.) and in Reception Classes

- The teacher must select from the supporting material what is most suitable for the particular school population he/she is required to teach depending on the level of readiness, the pupils' profile and interests and make the most of them in a way that serves the respective learning objectives. Centre lines of the whole endeavor are pedagogical flexibility and discretion (we must never forget most children's traumatic experience of the way they arrived in Greece).
- The pupil learns more effectively when taught in an authentic communicative environment and the language stimuli are directly connected to the children's experiences, knowledge, interests and desires.



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Basic theoretical principles of Teaching Greek as a Foreign Language in Reception Facilities for Refugee Education (Δ.Υ.Ε.Π.) and in Reception Classes

- Learning the language becomes easier and more effective when it is not an isolated “subject matter”, but also a medium for teaching other subjects which, in turn, operate in support of the language course.
- Teaching Modern Greek Language and Literature as a foreign language ought to take into consideration the special need of foreign language pupils, who also need – apart from knowledge of the language- ways to access the content of school subjects.
- The shared orientation is the possibility of developing skills and abilities which ensure pupils’ access to learning events such as “learning how to learn”, cooperation, negotiation of decision-making, and flexibility, aiming at their personal development.



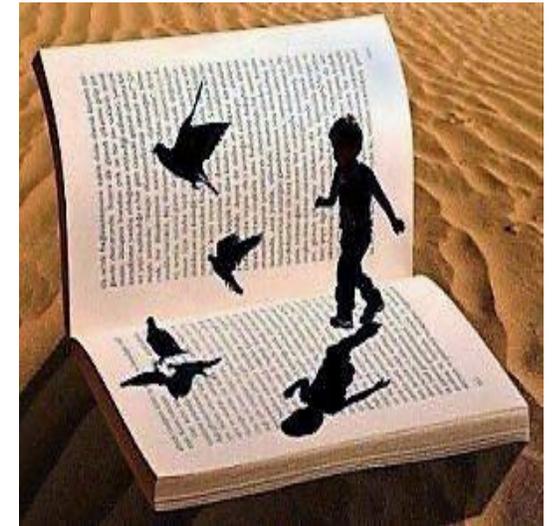
Supporting the refugees/migrants students for Greek-language Education

Specialized organizations that support the learning and teaching of Greek as a second / foreign language are:

Institute of Educational Policy (IEP). The IEP has undertaken the creation of appropriate educational material for the teaching of refugees/migrants students, as well as an online platform to support teachers.

Centre of Intercultural and Migration Studies (CIMS). It belongs to the University of Crete (Department of Primary Education) and it provides educational material, printed or digital, and the organization of training programs.

Centre for the Greek Language (CGL). Students of Greek-language education can certify their knowledge of Greek by taking part in the examinations for the **State Certificate of Attainment in Greek (Hellinomathia) (Κρατικό Πιστοποιητικό Ελληνομάθειας).**



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ΕΚΠΑΙΔΕΥΣΗ ΠΡΟΣΦΥΓΩΝ - REFUGEE EDUCATION

 <p>ΕΚΠΑΙΔΕΥΣΗ ΠΡΟΣΦΥΓΩΝ</p> <p>ΕΚΠΑΙΔΕΥΤΙΚΟ ΥΛΙΚΟ Επιμορφωτικές Δράσεις για την υποστήριξη της εκπαίδευσης παιδιών προσφύγων - Εκπαιδευτικό Υλικό</p> <ul style="list-style-type: none"> • Οδηγός Εκπαιδευτικού Α' Τόμος - Προσχολική • Οδηγός Εκπαιδευτικού Β' Τόμος - Δημοτικό • Οδηγός Εκπαιδευτικού Γ' Τόμος - Γυμνάσιο <p>Οδηγός Προτάσεις Γλώσσα ΦΕ Πρακτικά Ημερίδας - Αποτελέσματα</p>	 <p>Δ.Υ.Ε.Π. Πρωτοβάθμια εκπαίδευση Δευτεροβάθμια εκπαίδευση Θεσμικό πλαίσιο</p>
 <p>ΤΑΞΕΙΣ ΥΠΟΔΟΧΗΣ</p> <p>ΤΑΞΕΙΣ ΥΠΟΔΟΧΗΣ Πρωτοβάθμια Εκπαίδευση Δευτεροβάθμια Εκπαίδευση</p>	 <p>ΠΛΑΤΦΟΡΜΑ Μ.Κ.Ο.</p> <p>ΠΛΑΤΦΟΡΜΑ Μ.Κ.Ο. - N.G.O. PLATFORM Είσοδος στην πλατφόρμα</p>
 <p>ΠΛΑΤΦΟΡΜΑ Σ.Ε.Π.</p> <p>ΠΛΑΤΦΟΡΜΑ Σ.Ε.Π. Είσοδος στην πλατφόρμα</p>	 <p>ΠΛΑΤΦΟΡΜΑ ΥΛΙΚΟΥ ΔΙΑΠΟΛΙΤΙΣΜΙΚΗΣ</p> <p>ΠΛΑΤΦΟΡΜΑ ΥΛΙΚΟΥ ΔΙΑΠΟΛΙΤΙΣΜΙΚΗΣ Είσοδος στην πλατφόρμα</p>
 <p>ΠΡΟΓΡΑΜΜΑΤΑ ΕΥΑΙΣΘΗΤΟΠΟΙΗΣΗΣ ΠΡΟΛΗΨΗΣ ΡΑΤΣΙΣΤΙΚΩΝ ΞΕΝΟΦΟΒΙΚΩΝ ΑΝΤΙΛΗΨΕΩΝ</p>	 <p>ΧΡΗΣΙΜΑ</p> <ul style="list-style-type: none"> • Οδηγίες σύνδεσης στην πλατφόρμα τηλεδιασκέψων του ΙΕΠ • Ερωτήσεις και Απαντήσεις • Κριτήρια και διαδικασία στελέχωσης των ΔΥΕΠ • Εργαλειοθήκη του Συμβουλίου της Ευρώπης • Προδιαγραφές έγκρισης ερευνών σε Τ.Υ., Δ.Υ.Ε.Π. και Κ.Φ.Π. <p>Ενήμερωτική πλατφόρμα Refugee.Info/Greece (https://www.refugee.info/greece) Ψηφιακή Εργαλειοθήκη Press Provision of Refugee Education Support Scheme, Πρωτοβουλία Παροχής Εκπαίδευσης Υποστήριξης στους Πρόσφυγες</p>

To support students' language competence there is an e-Platform on the site of IEP with plenty of material: <http://iep.edu.gr/el/component/k2/content/50-ekpaidefsi-prosfygon>.



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SERIES (PACKAGES) OF EDUCATIONAL MATERIAL

Centre of Intercultural and Migration Studies (CIMS)

1 Teaching Greek as a Second /Foreign Language in Primary and Secondary Education

Σειρά: **Πράγματα και γράμματα**

2 Teaching Greek as a Second /Foreign Language in Secondary Schools

Σειρά: **Ελληνικά με την παρέα μου**

3 Teaching Greek as a Second /Foreign Language in Primary and Secondary Education

Σειρά: **Μαργαρίτα**

4 Teaching History and Culture Elements in Primary and Secondary Education

Series : **Us and others**

Series : **From the lives of Greeks in Diaspora**



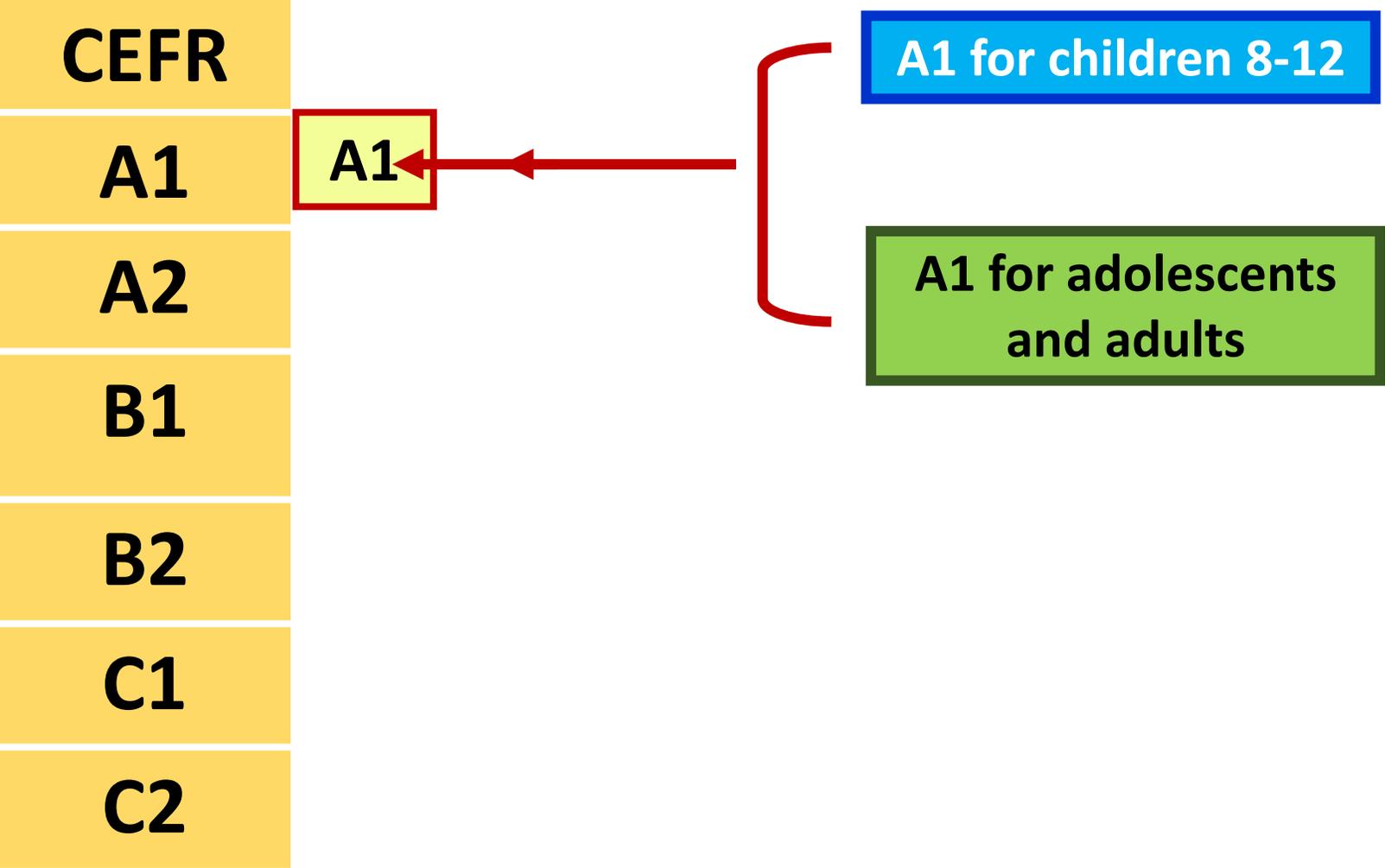
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Project “DIADROMES”

- The program was first implemented in 2007 and **was honoured with the "European Language Badge" award for its innovation.**
- It has been implemented for the twelfth consecutive time by the Center for the Greek Language (CGL).





What is the Common European Framework of Reference FOR Languages (CEFR)

- It provides **a common basis** for the design of language programs, the development of examinations, the writing of teaching materials, etc., to serve the linguistic needs of students as well as teachers.
- It describes the knowledge that learners of foreign languages **must possess at each level**.
- It facilitates the **mutual recognition of certificates** obtained in different educational environments.

<http://greeklanguage.gr/shop/>

Innovative electronic textbooks for learning Greek as a second / foreign language. They are based on the New Exam Program, applying the principles of modern teaching. They conform to **the Common European Framework of Reference for Languages (CEFR)** and the common European reference levels for the Greek language, which were developed at the Greek Language Centre for learning Greek as a Second / Foreign Language. **They include interactive exercises.**



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How prepared are we to educate refugees/migrants

- Most of us in-service teachers grew up and were educated in **mono-cultural and mono-lingual environments** and we may consider heterogeneous multicultural classes as frustrating and discouraging.
- In order to prepare the new generations for the contemporary and future multicultural world **the development of intercultural skills is vital.**
- School today is “colourful” and we need to find the negotiation limitations **among the various identities** inherent.



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Development of teacher intercultural competence

Teacher intercultural competence can be defined as **the ability to communicate and interact in heterogeneous classes aiming at the mutual understanding and mutual acceptance.**

It is the capability to deal with diversity in order to accept otherness. It is a set of social skills, which allow students to recognize and accept the “other”, to be able to act in contexts where different cultural codes cross, **to review and revise former attitudes** towards a functional communication with people in their everyday interactions.



Student intercultural competence

- **Syllabuses have to align** with the new needs arising. With this in mind, it is attempted to adapt teaching so that it meets the needs of refugee/migrant students.
- Future citizens of the world **need intercultural skills**, which are not provided by traditional schools. New generations need to be able to **communicate in more than one language**, to become aware of the complexity of human behaviour in contemporary multicultural societies and to contribute to the building of a better world.



The role of teachers: Facilitator – Motivator



The teacher is obliged

- to educate in a humanitarian value system: solidarity, respect, justice and intellectual freedom.
- To devise and apply new methods not only in teaching Greek as a second language but also in inclusive-intercultural education.



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Article 82: Co-ordinators of Educational Work/Matters

The competent Co-ordinators of Educational Work who are pedagogically responsible for the schools where there are Reception Facilities for Refugee Education (Δ.Υ.Ε.Π.) in liaison with the Institute for Educational Policy (Ι.Ε.Π.) and the Co-ordinators of Refugee Education (Σ.Ε.Π.):

*α) are responsible for the scientific and pedagogical guidance of teachers, **organizing training seminars**, which all the teachers working in a Reception Facility for Refugee Education have to attend.*



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Teachers involved in the education of refugee/migrant students are required:

- to deal with children of various languages and various cultures in a way that any formation of stereotypes and bias can be avoided and **to succeed in coexisting harmoniously both inside and outside the school classroom,**
- to build a psycho-pedagogical environment appropriate **to support and encourage children with serious emotional difficulties.**



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The intercultural role of the teacher

- **The teachers' role is versatile.** Their practices need to contribute to **the development of an intercultural identity**, so that intercultural communication is ensured.
- **They attend to the inclusion of the “foreign other” in the Greek society and their equal treatment by its native population**, defending the rights of refugees/migrants and the values of solidarity and social justice.
- They show empathy and promote it to the native population of the country, **in order to eliminate tensions, conflicts, bias and stereotypes** against their stricken (suffering) fellow humans.



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The contribution of the QuaMMELOT Program (Erasmus +) to the intercultural and inclusive role of the school

The modern inclusive school is an educational institution which promises full participation of every student, male or female, in education and society.

It is based on the vision of a world which respects human rights, supports the dialogue between cultures, mutual understanding and acceptance of diversity.

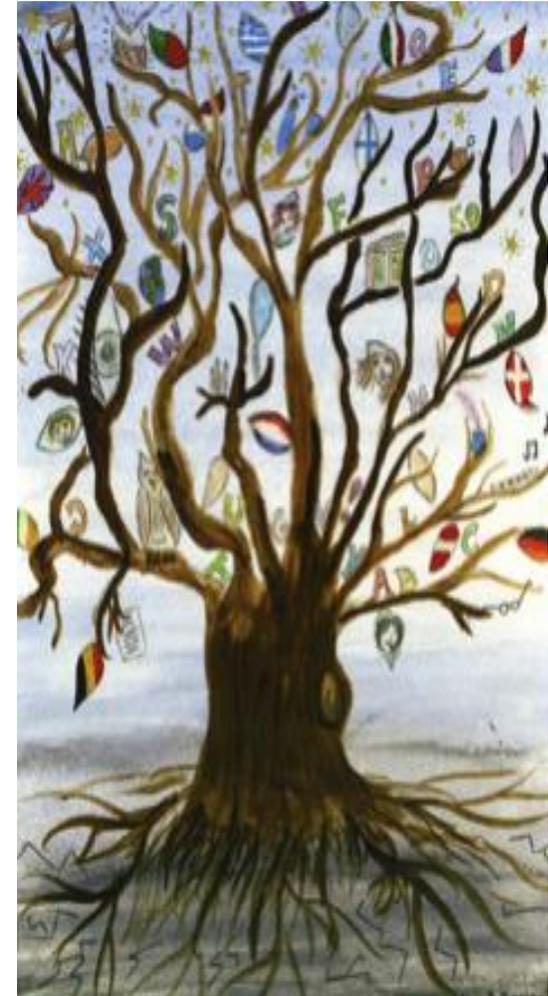
It recognizes the native language of refugee/migrant students and promotes Teaching Greek as a Second Language and becoming competent in oral communication and gradually in the cognitive and academic use of the language.

The European program QuaMMELOT contributes to this direction, intending to encourage their inclusion at schools.



The QuaMMELOT Program and the active inclusion of refugee and migrant students

At a time of constant changes and cultural interactions, the smooth active inclusion of refugee and migrant children in the system of education constitutes a modern-day necessity. Schools, as they are not mono-cultural and mono-lingual, can play an important role to **the promotion of social coherence and peaceful coexistence**. Schools have to be inclusive and multicultural communities leading to the multilateral development of students and **their full involvement into social life**. Today, more than ever, schools have to prepare students so that they can live and create in an open world, **interact with people of different cultural backgrounds**, communicate and cooperate with others in spite of the differences, developing mutual respect, mutual understanding and solidarity.



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Teachers are the protagonists

- During the application of any educational effort, the protagonists are the teachers themselves . **They are the ones who have to deal with the deficiencies, oversights, rigidities and mistakes of the state.** Their training on the educational approaches of inclusive and intercultural education is significant in order to accept the diversity of every student.
- Furthermore, capitalization of **digital technology**, _educational networking, exchange of experiences and best practices among teachers and reflection are important factors in the inclusive-intercultural learning process.



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Invitation to cooperate, improve, include

Training and professional development, **implementation of learning communities**, transcendence of teaching isolation and the further development of cooperation and communication can help improve the quality of the teaching and learning process **in classes attended by refugee/migrant students.**

I wish you all the best, so that we continue our versatile pedagogical service, with the necessary faith and devotion, in order to achieve the inclusion of every refugee/ migrant student in the community.



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Brief introduction to the QuaMMELOT programme and the experimental implementation of online training



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The QuaMMELOT programme

- The QuaMMELOT programme (Erasmus +) was designed and is being carried out **by four different national partners - implementing Groups**, each of them with a remarkable experience and expertise in **migrant and refugee students** and intercultural education: **Denmark, Greece, Italy, Spain**.
- The Regional Directorate for Primary and Secondary Education of Attica participates, as a partner, in the European Erasmus+ programme entitled “*Qualification for Minor Migrants Education and Learning Open access – Online Teacher-training*” (QuaMMELOT). The programme is being co-ordinated by the University of Florence (UNIFI) and includes, apart from the Attica Directorate, the Tuscany Ufficio Scolastico Regionale (USR), the Provincia di Livorno Sviluppo, the University of Seville (USE) and the Videncenter for Integration in Denmark. The duration of the programme is 32 months expiring at the end of August 2020.



QuaMMELOT MULTIPLIER EVENT

- The programme focuses on the smooth integration of migrant and refugee students into the learning process. The main objective is to promote the social integration of immigrants through inclusion practices in school education.
- The QuaMMELOT programme consists of **6 stages**: Output 1, Output 2, Output 3, Output 4, Output 5 and Output 6.
- **Output 4**: Greece is the Coordinator, supported by Unfi, all partners participating. This Multiplier event **focuses on Output 4**, aiming at the dissemination of the project in Secondary Schools in DK, GR, IT, ES.



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Distance Training programme

- It is a distance training programme of 240 hours, which is implemented **through asynchronous activities (Moodle Digital Platform)**. The programme is addressed to in-service teachers of formal Secondary Education and focuses on welcoming and Including migrant and refugee students.
- Planned implementation Period: from December 2018 to December 2019. Online courses were carried out during the period from September 2019 until December 2019.
- Online courses were **extended until 28th February 2020**.



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The Hellenic Pedagogical Team of the QuaMMELOT programme

- During Output 2, a significant number of teachers from each country were selected to produce training material for the digital platform.
- **The Hellenic Pedagogical Team consists of 20 members :**
 - Teachers of the Greek language, foreign languages, Mathematics, Computer Science and Physical Education teaching in Secondary Schools with refugee/migrant students.
 - Coordinators of Refugee Education,
 - Coordinators of Education,
 - Secondary School Directors,
 - The Regional Director for Primary and Secondary Education of Attica.
- Motivation and encouragement of the Hellenic Pedagogical Team by the Regional Director for Primary and Secondary Education of Attica, who, as the new Project Manager and Coordinator from the 1st April 2019, has the supervision and pedagogical responsibility for the QuaMMELOT programme in Greece.

Finding Greek teacher-trainees

- The main role of the Hellenic Pedagogical Team is the **production of educational material specialized for refugee and migrant students** for the Language and Mathematics Modules of the platform, as well as the **support and** tutoring of **the 21 Greek teacher- trainees** participating in the online training programme.
- The members of the Hellenic Pedagogical Team for the Modules of Mathematics and Greek were responsible for commenting on and evaluating the tasks of the trainees, as determined in the training programme plan.
- **Three members** of the Hellenic Pedagogical Team have undertaken the general guidance, support of the trainees' tasks and monitoring of their progress. They also managed, shared and sent the product of the trainees work to members of the Pedagogical Team for commenting, feedback and assessment.



Meetings of the Hellenic Pedagogical Team of the Quammelot programme and communication with teacher- trainees

- Informal meetings were often held by members of the Hellenic Pedagogical Team.
- On **Friday 3rd May 2019**, a **working meeting** of the Pedagogical Team of the QuaMMELOT programme took place at the 1st Experimental Junior High School of Athens from 3 p.m. to 7 p.m.
- There was also regular communication by email or by phone between the Hellenic Pedagogical Team members and teacher- trainees.



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Informational meetings and workshops for teacher- trainees

- **The Regional Directorate** for Primary and Secondary Education of Attica decided to organize two **Informational meetings /workshops for the teacher- trainees** :
 - On Wednesday **16th October 2019** at the 2nd Experimental High School of Athens from noon to 4 p. m.
 - On Thursday **16th January 2020** at the 2nd Experimental High School of Athens from 11:45 to 4 p. m.
- The above activities concerned the **dissemination of the QuaMMELOT programme**, the training material, good practices in Refugees Education, etc.
- Speakers were members of the Hellenic Pedagogical Team. They answered the questions of the participants. Teacher-trainees became aware of the **platform's operation** and the requirements of the modules (mainly Mathematics and Greek as a foreign language), the use of forum, etc.



The QuaMMELoT programme

- During **Output 3**, the teachers of each country produced training material.
- Each partner presented at least 1 thematic unit. All the material of the modules in English and the languages of Partner countries was uploaded on the digital platform.
- To achieve this goal, we are attempting to exchange good teaching practices and create an open and free digital access platform with educational material aimed at those who teach in refugee and / or migrant classrooms in the following ten (10) modules :



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The modules of the QuaMMELOT programme

Module 1: Legislation (UNIFI)

Module 2: First Welcoming (UNIFI)

Module 3: Communication and interpersonal relations (USE)

Module 4: Language learning (RDEAtt)

Module 5: Active Citizenship (UNIFI)

Module 6: Mathematics (RDEAtt)

Module 7: Computer Technology (UNIFI)

Module 8: Practical, Artistic and Expressive Workshop (VIFIN)

Module 9: Communication and interpersonal relations (deepening) (USE)

Module 10: Active Citizenship – First Welcoming (deepening) (UNIFI)



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Participants as teacher- trainees in distance learning training of the Quammelot programme

- 21 teacher-trainees from the Region of Attica were selected and participated in the training programme. They all completed their tasks and were evaluated.
- 10 new teacher-trainees from the Region of Attica were selected to participate in the training programme.
- Following the extension of the online courses training programme, the completion of the questionnaires is ongoing until 28th February 2020.



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Output 4 of the QuaMMELoT programme: Experimental implementation

- Teacher-trainees **were asked to complete a questionnaire** of platform rating and training material. **The questionnaire was prepared by Greece** and sent to the partners for feedback.
- **Aim of the pilot test: 80 teacher- trainees**, 20 from each country (DK, GR, IT, ES) took part in the online course and completed at least **8 out of 10 modules**.
- **A minimum of 300 migrant and refugee students** of Secondary Schools in DK, GR, IT, ES are expected to be benefited.
- Monitoring and assessment **through a questionnaire** filled out by teacher-trainees.



Output 4 of the QuaMMELOT programme: Evaluation of the experimental implementation

In this Report, we present and analyze the results of monitoring **online courses** of the QuaMMELOT programme through a questionnaire undertaken by the Greek national team and we focus on the findings concerning **educational issues faced by teachers educating refugee and migrant children.**



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Results presentation and analysis: quantitative and qualitative findings of the questionnaire

- The questionnaire is a tool for collecting quantitative and qualitative data from the four countries- partners. The presentation and elaboration of findings is divided into two parts:
- **The first part** of the results presentation and analysis covers **quantitative findings** consisting of closed-type questions in the trainees' questionnaires.
- **The second part** of the results presentation and analysis covers the **qualitative part** including the content analysis of the trainees' answers to **open questions**.



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First part: quantitative findings of the experimental implementation



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First part: quantitative findings of the experimental implementation of the training programme (preliminary questionnaire results)

- **The first part** of the results presentation and analysis covers **quantitative findings, by using** descriptive statistics methods, such as frequency tables and bar charts.
- Due to the small sample size, hypothesis testing and **inductive statistics methods** (eg factor analysis by country of origin) cannot be applied.
- Data analysis was done with **Statistical Package for Social Sciences IBM SPSS Statistics 23**).



Sample selection

- Which sampling method was used in the 4 countries **is not known in detail.**
- The Regional Directorate for Primary and Secondary Education of Attica **released two open calls for expression of interest** in participating in the Quammelot programme in the area of its jurisdiction.
- It organized two Informational meetings /workshops for the teacher-trainees: on the 16th October 2019 and on the 16th January 2020 at the 2nd Experimental High School of Athens.
- Informational meetings and workshops were very supportive.
- In the first phase, **21 teacher-trainees** completed the training programme, and **11 teachers** working in refugee / migrant reception classes have applied for the second phase.



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Participants in the distance training programme and research sample

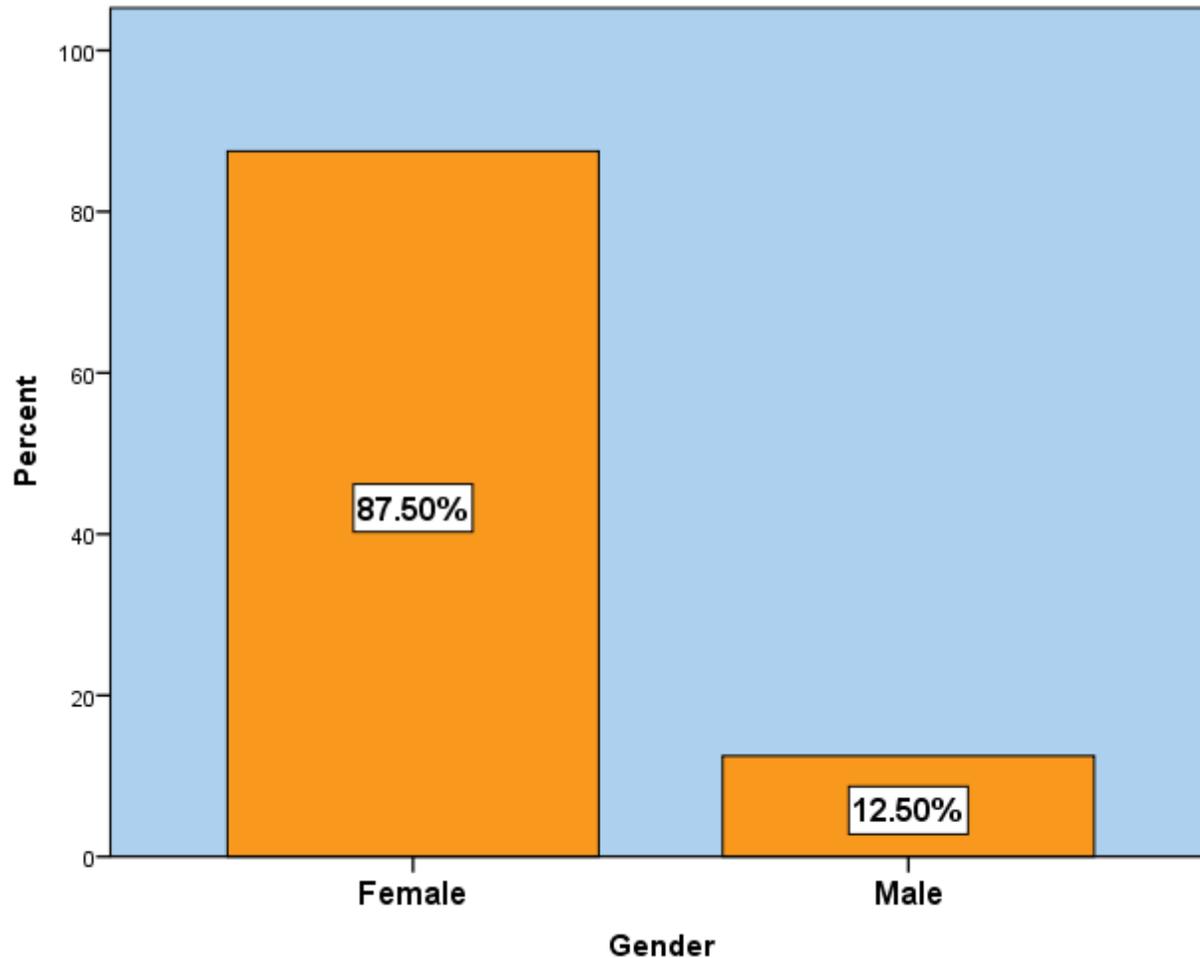
- 80 questionnaires are expected to be completed. Participants who completed tasks and were evaluated: 37
- Participants who completed questionnaires: 44
- Duplicates: 2 (the same variable email sent twice)
- Questionnaires after removing the duplicates: 42
- This presentation refers to the number of last week's questionnaires : 40



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Gender



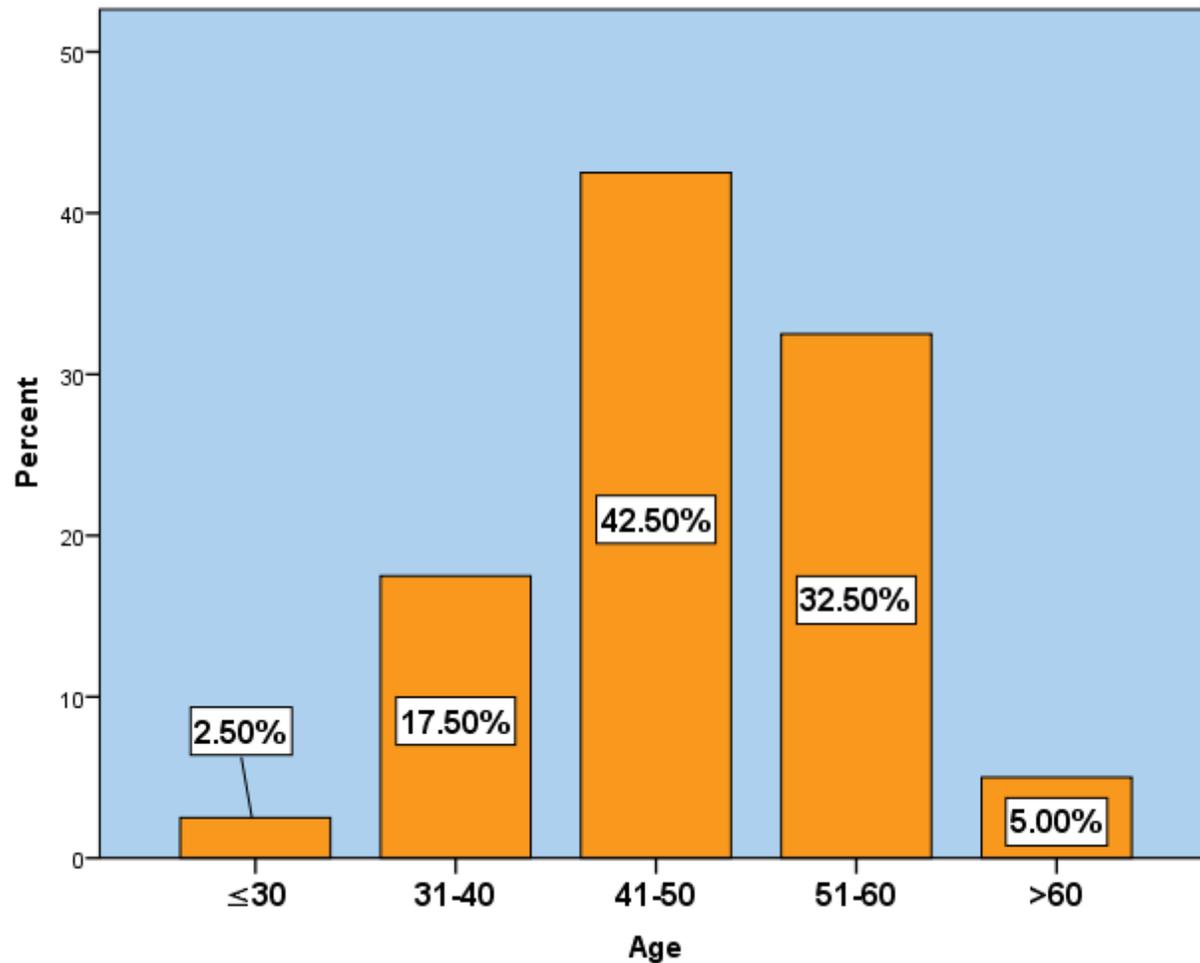
In our sample there is a total of 40 teacher-trainees: 35 females and 5 males



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Age



In our sample the age distribution is the following:

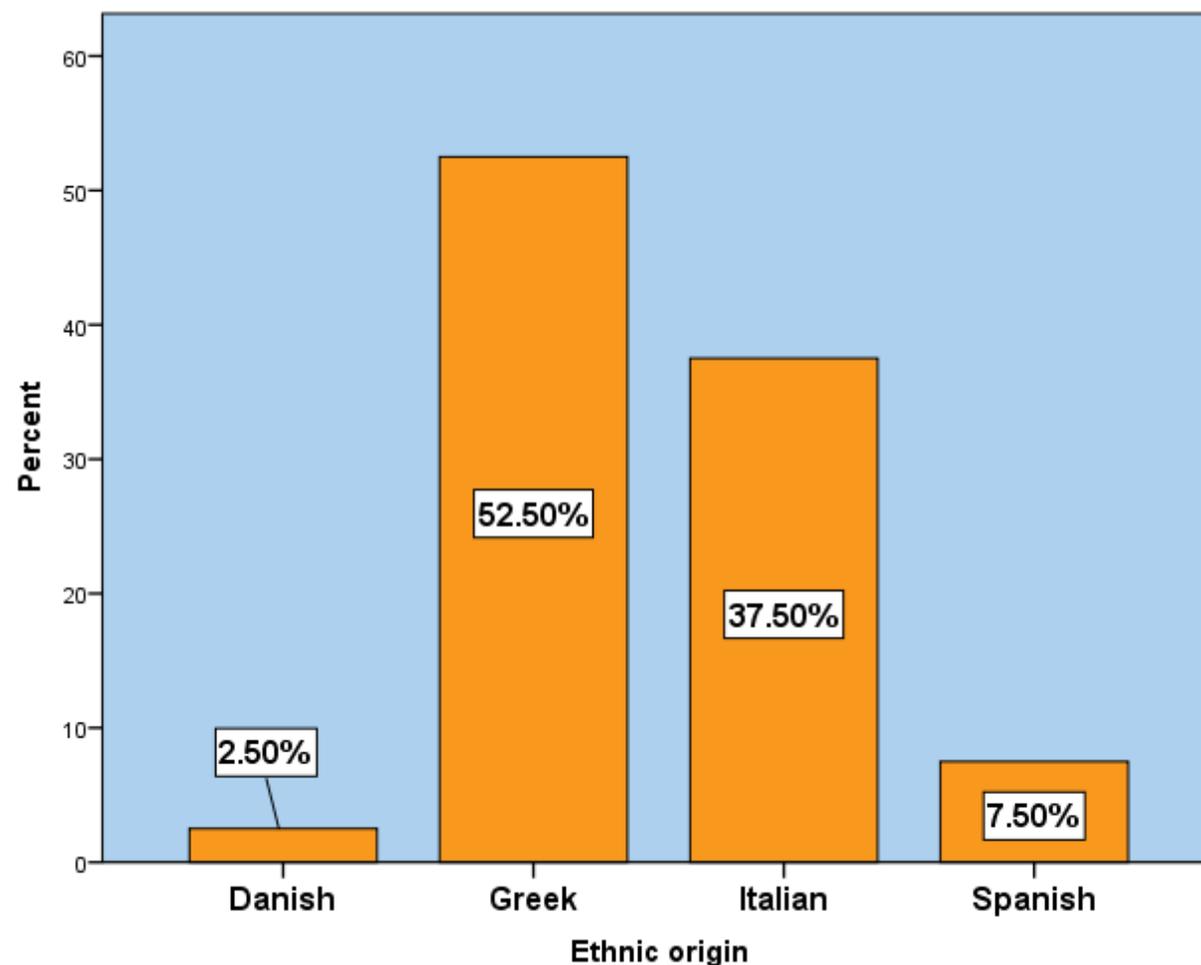
≤30	1
31-40	7
41-50	17
51-60	13
>60	2
Total	40



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Ethnic origin



In our sample, the **Ethnic origin** distribution in cardinal numbers is the following:

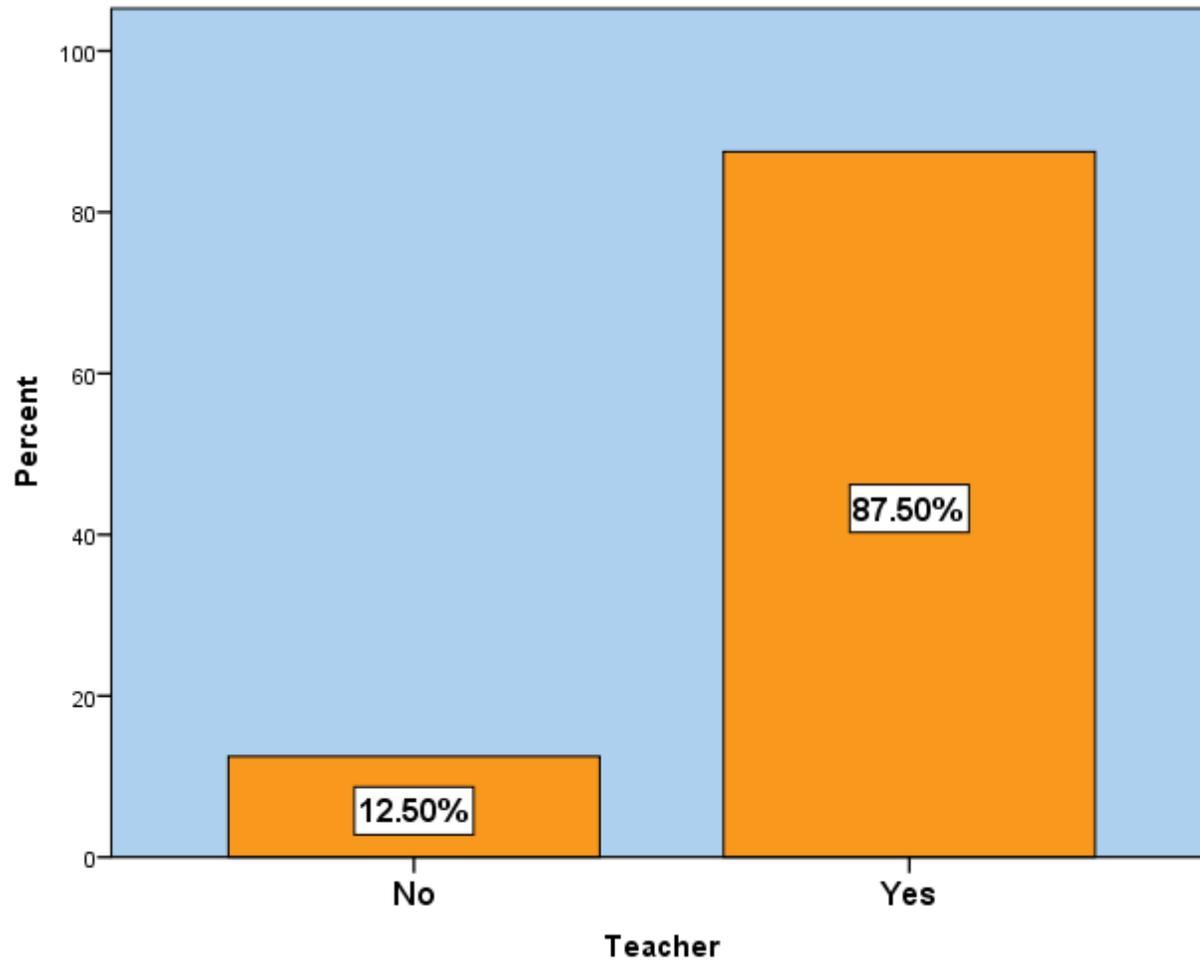
Danish	1
Greek	21
Italian	15
Spanish	3
Total	40



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Teacher



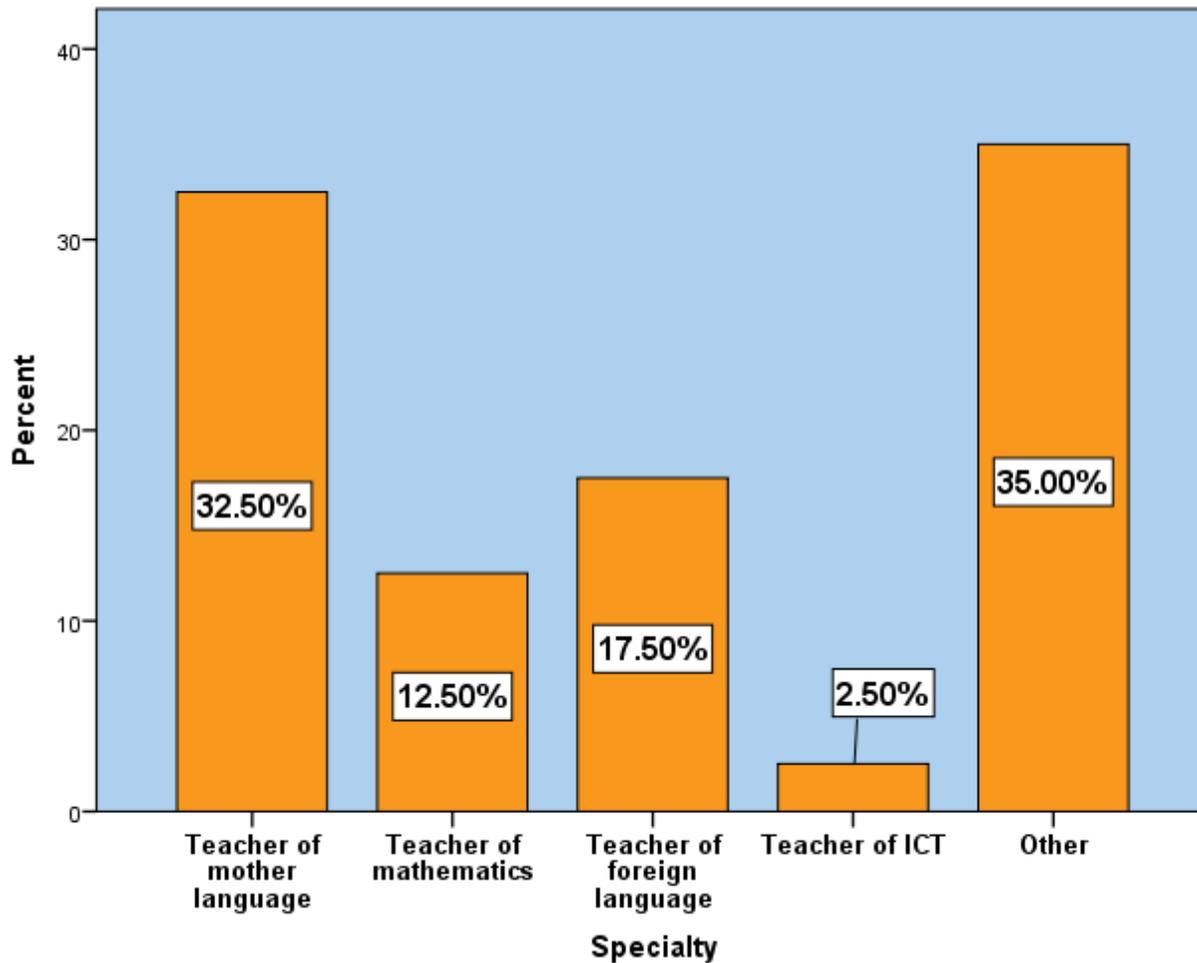
In our sample there are 35 teachers and 5 non teachers.



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Speciality



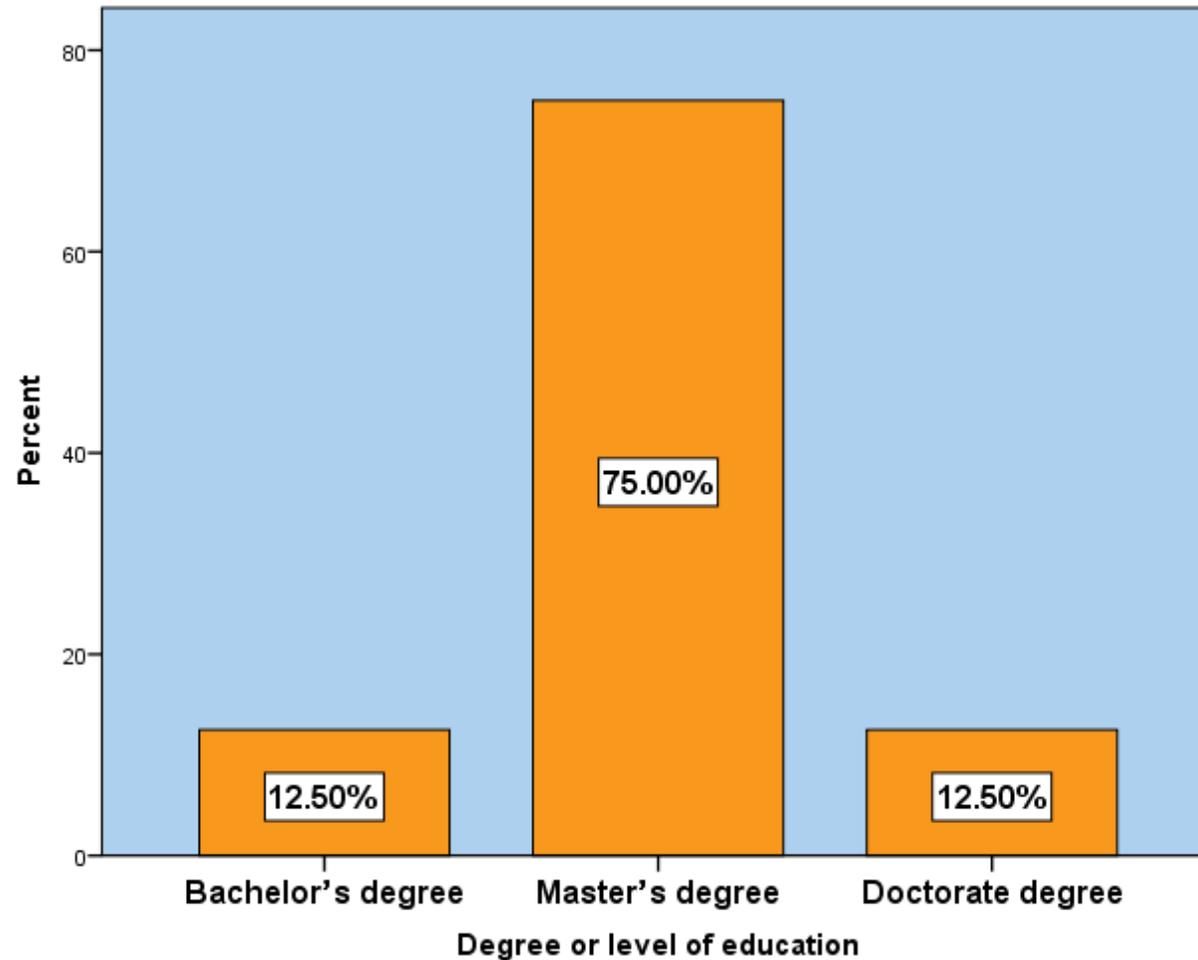
Teachers of native language	13
Teachers of mathematics	5
Teachers of foreign language	7
Teachers of ICT	1
Other	14
Total	40



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Degree or level of education



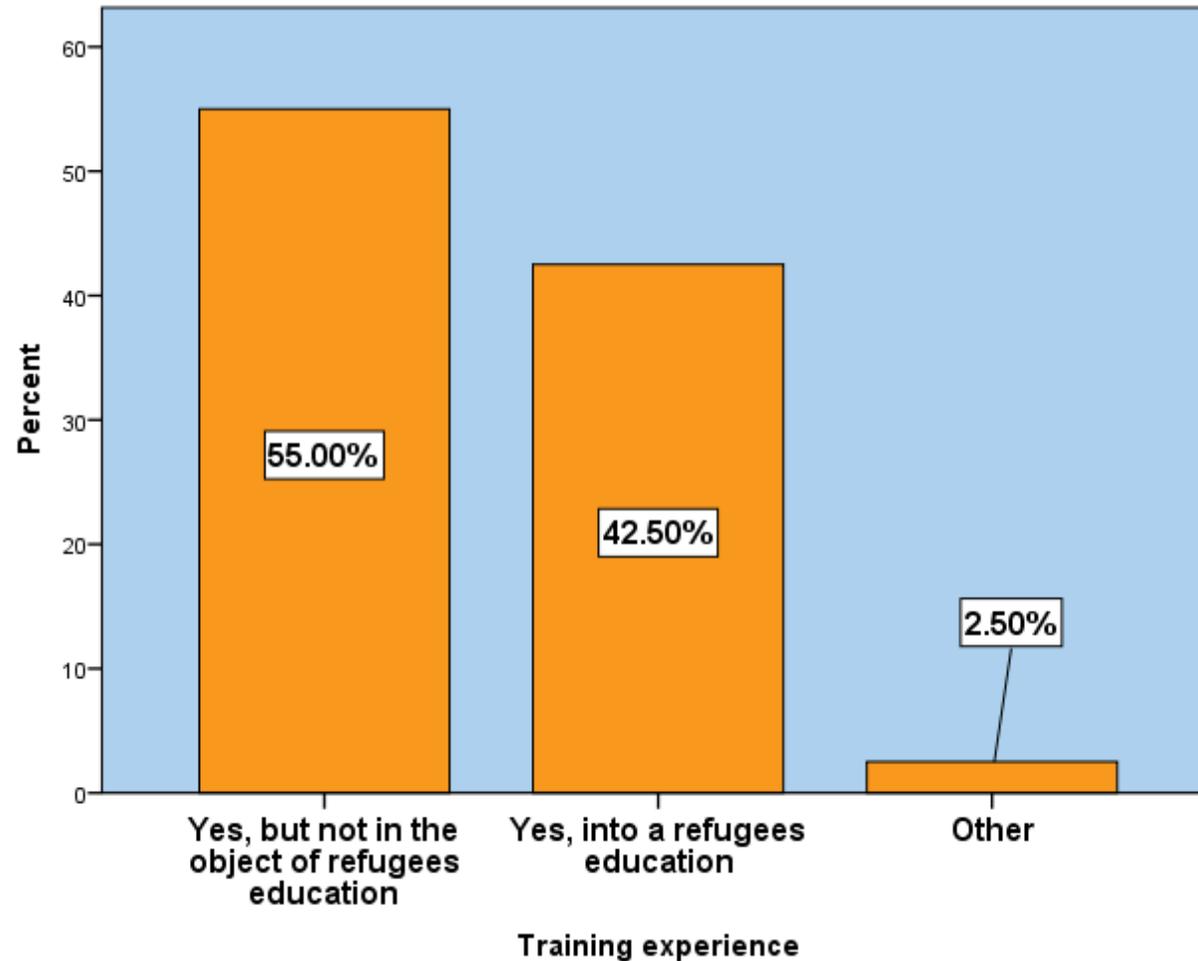
Bachelor's degree	5
Master's degree	30
Doctorate degree	5
Total	40



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Training experience



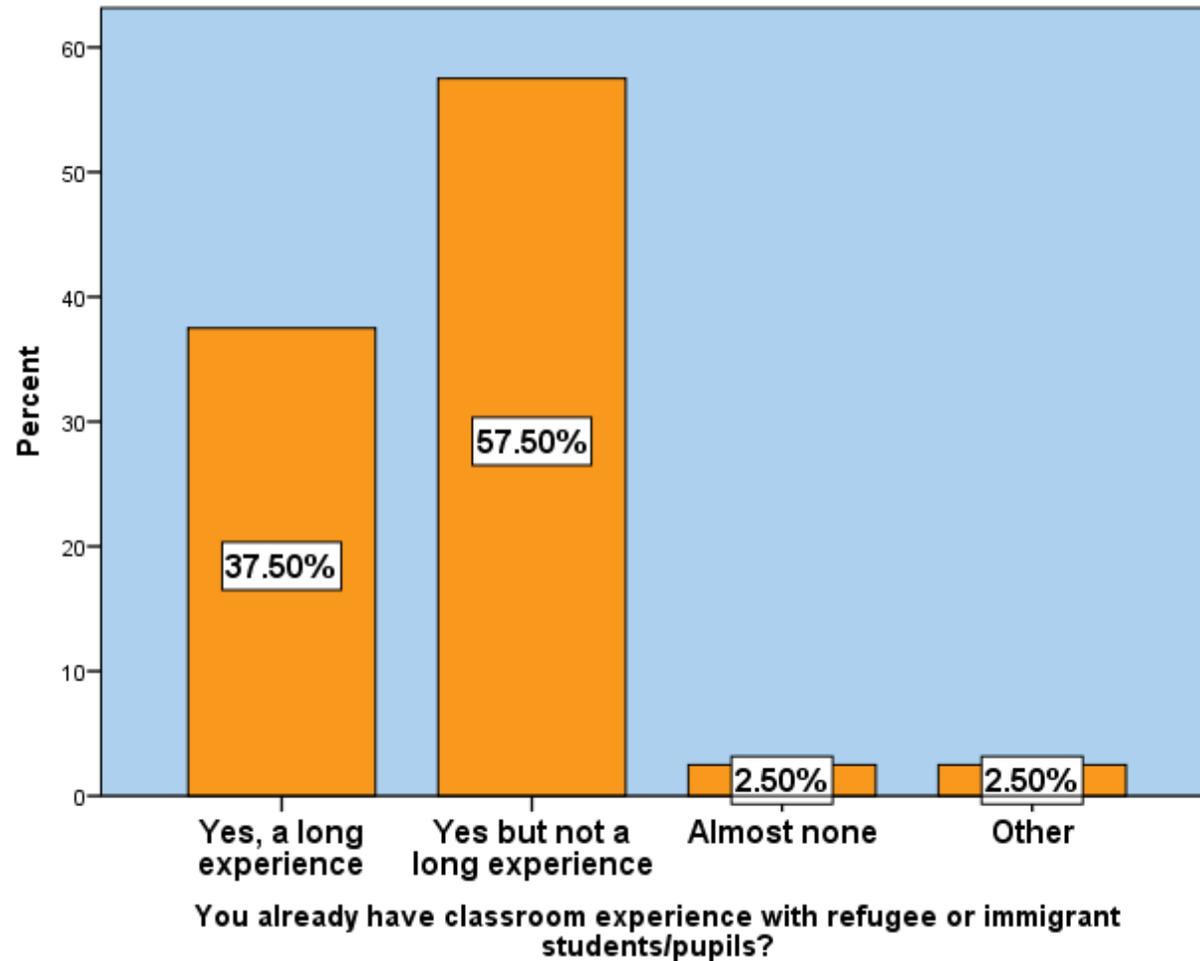
Yes, but not in the area of refugees education	22
Yes, in refugee education	17
Other	1
Total	40



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Have you had classroom experience with refugee or migrant pupils?



Yes, a long experience	15
Yes, but not a long experience	23
Almost none	1
Other	1
Total	40



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	Which of the following difficulties do you consider important in teaching refugee / migrant pupils?	Quite important/ Very important
1	The low level of language of the host country	75%
2	The lack of previous schooling experience of these students	82%
3	The difficulty in communication between teachers and parents / guardians of refugees /migrants	90%
4	The lack of appropriate educational material	75%
5	The need to cover the subject matter/syllabus	80%
6	Their coexistence with students who have a better level of language skills	57,5%
7	The lack of training actions on the part of the state	82,5%
8	Coexistence with students who have a higher level of knowledge in the subject I teach	57,5%
9	The lack of a culture of inclusive education in the education system	82,5%
10	The desire of refugees / migrants to move to another country	72,5%

- 6, 8: according to the trainees, the level of difficulty is of moderate importance (57,5%)
- All others factors are considered to be quite or very important (72,5%-90%)



	Which skills are, in your opinion, necessary for a teacher to be effective in his / her work in a classroom of refugees / migrants?	Quite necessary Very necessary
1	The deep knowledge of the subject he/she teaches	92,5%
2	The very good knowledge of the curriculum/syllabus of the subject he /she teaches	77,5%
3	The ability to adopt a diversified approach to teaching	100%
4	The ability to use Digital Instruments (ICT)	77,5%
5	The ability to use art in his/her teaching practices	85%
6	Knowledge about intercultural education	95%
7	Experience with student education with special educational needs	85%

According to the trainees, all teaching skills are considered to be quite or very necessary (77,5%-100%).



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	Which of the following topics do you consider useful for training in refugee / migrant education?	Very useful Extremely useful
1	Teaching mathematics without using a complex language code	80%
2	Teaching the host language as a foreign language (Language 2)	92,5%
3	Using a code language (Logo) in the IT course	42,5%
4	Teaching through art	77,5%
5	Teaching of active citizenship	90%
6	Knowledge of the legal framework for refugee / migrant education	79,5%
7	Practices of first reception and inclusion of refugees / migrants in the educational process	87,5%
8	Using Digital Instruments for Teaching / Learning the Language	80%
9	Using text simplification practices	87,5%
10	Using Digital Instruments for Teaching / Learning the Language	70%
11	Differentiated teaching / learning	92,5%
12	Content and Language Integrated Learning (CLIL)	82,5%

- **3: according to the trainees, a code language (Logo) is very useful or extremely useful to a great degree (42,5%).**
- **All other topics are considered very useful or extremely useful (70%-92,5%).**

	How would you evaluate the training material you studied for the Modules you chose?	Very useful Extremely useful
1	Module 1: Legislation (Not chosen 5%)	75%
2	Module 2: First Welcoming (Not chosen 5%)	82,5%
3	Module 3: Communication and interpersonal relations assessment (Not chosen 10%)	77,5%
4	Module 4: Language Learning (Not chosen 10%)	80%
5	Module 5: Active Citizenship (Not chosen 15%)	77,5%
6	Module 6: Mathematics (Not chosen 42,5%)	47,5%
7	Module 7: Computer technology (Not chosen 55%)	35%
8	Module 8: Practical, Artistic and Expressive Workshop (Not chosen 22,5%)	65%
9	Module 9: Communication and interpersonal relations (deepening) (Not chosen 25%)	67,5%
10	Module 10: Active Citizenship – First Welcoming (deepening) (Not chosen 20%)	72,5%

- **Module 6: According to the trainees, the training material of Mathematics is very / extremely useful at 47,5%, and the percentage after removing the 'not chosen' is 81,2%.**
- **Module 7: The training material of Computer technology is very useful / extremely useful at 35%, and the percentage after removing the 'not chosen' is 77,8%.**
- **With the previous remarks, all training material is considered to be very useful or extremely useful at more than 65%-82,5%.**

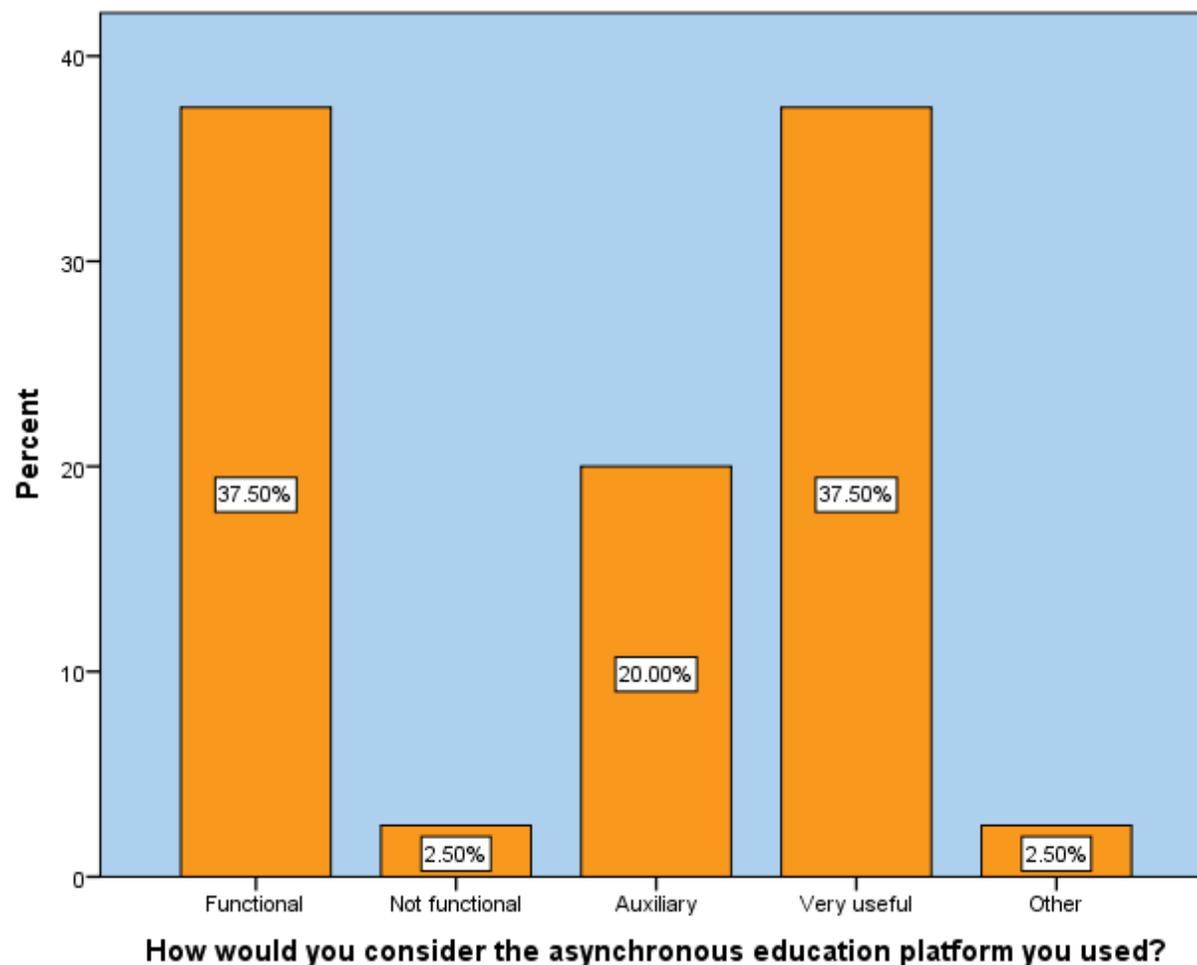
How would you evaluate the proposed activities / tasks for the Modules you chose to follow?			Very useful Extremely useful
1	Module 1: Legislation	(Not chosen 7,5%)	62,5%
2	Module 2: First Welcoming	(Not chosen 5%)	77,5%
3	Module 3: Communication and interpersonal relations assessment	(Not chosen 7,5%)	69,5%
4	Module 4: Language learning	(Not chosen 10%)	80%
5	Module 5: Active Citizenship	(Not chosen 10%)	80%
6	Module 6: Mathematics	(Not chosen 42,5%)	45%
7	Module 7: Computer technology	(Not chosen 60%)	29,5%
8	Module 8: Practical, Artistic and Expressive Workshop	(Not chosen 20%)	65%
9	Module 9: Communication and interpersonal relations (deepening)	(Not chosen 30%)	60%
10	Module 10: Active Citizenship – First Welcoming (deepening)	(Not chosen 15%)	72,5%

- **Module 6: According to the trainees, the proposed tasks for the Module of Mathematics is very useful/extremely useful, at 45%, and the percentage after removing the ‘not chosen’ is **78,26%**.**
- **Module 7: The proposed activities for the Module of Computer technology is very useful/ extremely useful, at 29,5% and the percentage after removing the ‘not chosen’ is **73,8%**.**
- **With the previous remarks, all teachers consider the proposed activities / tasks as very useful or extremely useful, at more than **60%-80%**.**

	How would you evaluate the feedback of your work for each Module?	Very useful Extremely useful
1	Module 1: Legislation (Not chosen 5%)	65%
2	Module 2: First Welcoming (Not chosen 5%)	69,5%
3	Module 3: Communication and interpersonal relations assessment (Not chosen 7,5%)	65%
4	Module 4: Language Learning (Not chosen 5%)	80%
5	Module 5: Active Citizenship (Not chosen 7,5%)	65%
6	Module 6: Mathematics (Not chosen 40%)	50%
7	Module 7: Computer technology (Not chosen 62,5%)	25%
8	Module 8: Practical, Artistic and Expressive Workshop (Not chosen 15%)	65%
9	Module 9: Communication and interpersonal relations (deepening) (Not chosen 32,5%)	50%

- **Module 6: According to the trainees, the feedback of their work for the Module of Mathematics is very useful/extremely useful at 50%, and the percentage after removing the 'not chosen' is 83%.**
- **Module 7: The feedback for the Module of Computer technology is very useful/ extremely useful at 25%, and the percentage after removing the 'not chosen' is 66,7%.**
- **Module 9: The feedback for the Module Communication and interpersonal relations (deepening) is very useful/ extremely useful at 50%, and the percentage after removing the 'not chosen' is 74,1%.**
- **With the previous remarks, all teachers consider the given feedback as very useful or extremely useful at more than 60%-80%.**

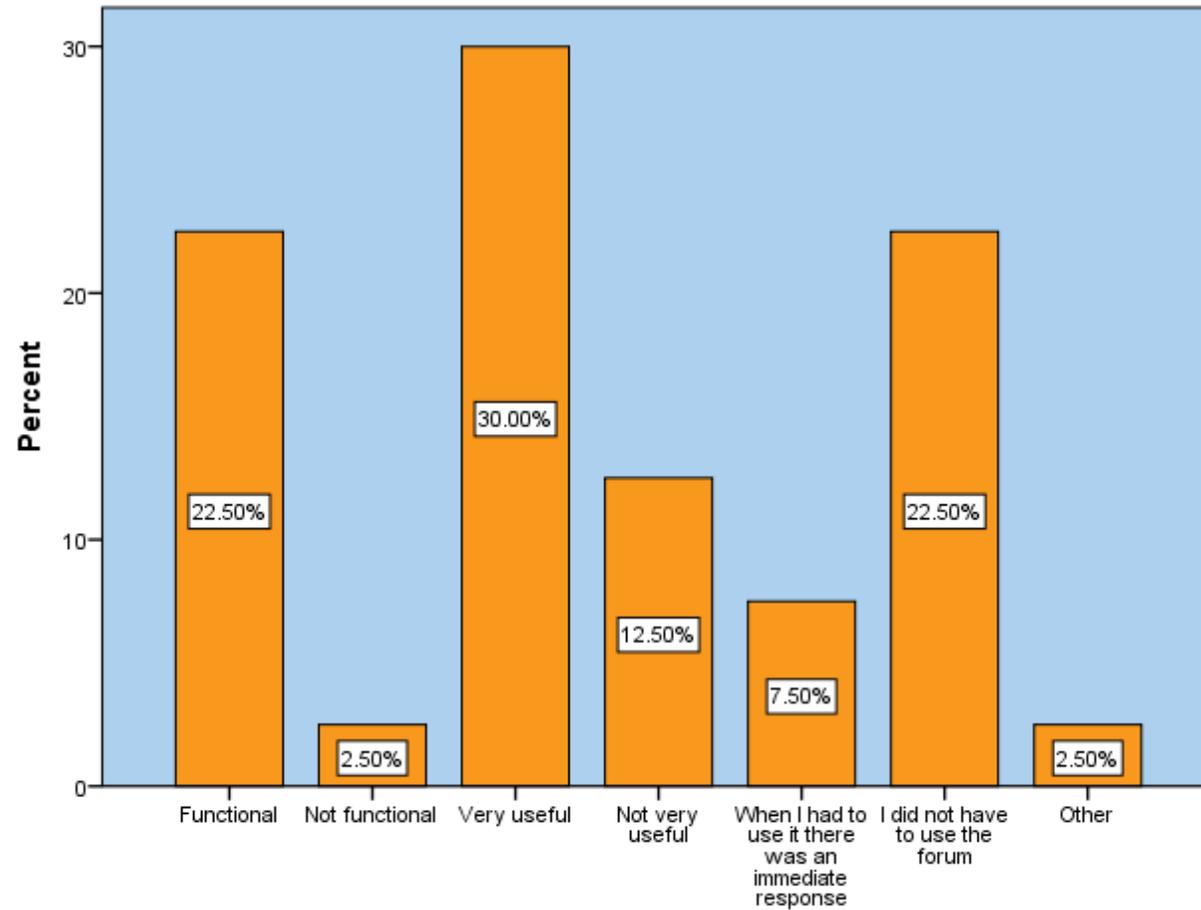
How would you evaluate the asynchronous education platform you used?



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How would you rate feedback through the forum?



How would you rate feedback through the forum?



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Second part: qualitative findings of the experimental implementation



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Second part: qualitative findings of the experimental implementation of the training programme (preliminary questionnaire results)

- **The second part** of the results presentation and analysis covers the **qualitative part**. The results and interpretations are preliminary.
- Text data are in electronic form and they are obtained from responses to open-ended survey questions. In the questionnaire, **6 open questions** are included. **Indicative answers, which were given by the trainees, are shown.**
- **Short comments on the answers** are provided, by interpreting meaning from the content of text data. A flexible **content analysis approach** is used, in which coding categories are derived directly from the text data.
- The analysis and interpretation of the qualitative data **can be enriched through dialogue among the project partners.**



1. What skills do you think native students have acquired through the modules they have completed? (35 teacher-trainees' responses)

- *Native students realized that they can gain knowledge and new experiences from the presence of migrants/refugees.*
- *They have acquired the ability to find ways to communicate with their classmates, make decisions and solve problems that arise in their class.*
- *Ability to collaborate and to appreciate the value of cooperation with migrants/refugees.*
- *Respect for other cultures, intercultural competences, language of the emotions, empathy, active citizenship, inclusion, solidarity,..*
- *I don't have any native students in my classes.*

According to teacher-trainees who participated in the distance learning Quammelot programme, native students benefited greatly. Indigenous pupils developed communication skills, **they became more respectful of their peers' cultures, they helped migrant students feel more comfortable and welcome to school,** and they learnt original ways of language learning, mathematics and information technology. They developed intercultural skills and contributed to the smooth and unhindered access of refugee pupils to school classes.



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2. What skills do you think migrant students have acquired through the modules they have completed? (37 responses)

- *Migrant students developed skills which enabled them to coexist harmoniously, to communicate efficiently and reach mutual understanding, to collaborate and help each other.*
- *They had the chance to express themselves (in writing and orally) through focused activities in a creative way.*
- *They have acquired a better knowledge of the Italian language and the language of emotions.*
- *Intercultural awareness, interpersonal skills, self-confidence, integration, citizenship skills, aesthetic skills, critical thinking, language, mathematical skills,...*

According to teacher-trainees, migrant students of the different classes in which the chosen modules were applied, improved their socialization and teamwork skills, empathy and creative thinking skills, they developed collaboration and communication skills, **they were able to talk about their own country and culture and they also gained a better level of language and mathematical skills.**



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3. What skills do you think students have acquired through the modules they have completed? (37 responses)

- *They have learnt how to cooperate with students of different cultures.*
- *They have acquired skills relating to active citizenship and the capacity to work in groups.*
- *Understanding of the legal framework regarding migrant students.*
- *To be respectful of other cultures and differences among people and the significance of equal rights for all human beings.*
- *Communication skills, collaborative learning, intercultural awareness, active citizenship, problem-solving through dialogue, applying art in learning, ...*

According to teacher-trainees, the students of the different classes in which the chosen modules were applied, **improved their communication skills, citizenship skills, aesthetic skills and critical-thinking skills**. They also developed competences such as expressing themselves in a variety of ways, teamwork and role-playing, finding multiple solutions, contacting the host language and solving linguistic and mathematical exercises.



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4. Which modules promoted the improvements? (37 responses)

- *All of them... **All the modules were interesting.***
- *Communication and interpersonal relations in order to live harmoniously in the classroom.*
- ***I appreciated the prism of emotions, in particular, and the modules about active citizenship.***
- *Cooking and getting to know each other.*
- *[...] **I particularly appreciated the activities related to the text simplification practices.***
- *[...] my students and I really enjoyed the Artistic and Expressive Workshop activities.*
- *M5 (debate), M4 (language), M8 (exhibition)*
- ***Computer technology, communication and interpersonal relations.***

According to teacher-trainees, **all the modules improved migrant/refugee integration and enhanced students' social and language skills.** All modules provided important solicitations within the class on a human level, emotional and reflection maturity and attitude, particularly useful for empowering dynamic **modules with couple or group activities.**



5a. Which of the didactic and pedagogical techniques, methods and practices that you have learnt do you plan to adopt directly in your classroom? (41 responses)-1

- ***Almost all of them.***
- *Pedagogy of Inclusion, Pedagogy of Welcoming, Team work, Debate, Sketch, Prism of emotions, Education through Art.*
- ***Telling personal stories and expressing feelings, debate.***
- *Promoting active citizenship, easy-to-read method.*
- ***[...] collaborative learning, CLIL and artistic production.***
- *Debate (Modules 5, 10), Prism of emotions (Module 10), Communication and Interpersonal Relationships (Modules 3, 9).*
- ***Cooperative learning, tutoring, brainstorming, ICT, simulations and role-playing.***
- *First Welcoming Activities, Text Simplification Practices, Expressive or Artistic laboratories in order to improve inclusion.*



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5b. Which of the didactic and pedagogical techniques, methods and practices that you have learnt do you plan to adopt directly in your classroom? (41 responses)-2 (comment)

According to their responses, teacher-trainees will continue didactic and pedagogical practices in their classes. They report that they will use the Cooperative Learning and Project-Based Learning methodologies. **The vast majority plan to use more frequently the debate technic, the easy-to-read method, problem-solving, teamwork, diversified teaching, open discussion, theatre activities, art, mathematics and language, first contact and acquaintance through the questionnaire about their former school, the ‘bottle of memories’ activity, the prism of emotions.** They also plan to adopt more of the relevant techniques, in order to enable students express their emotions. It seems that teachers plan to organize class activities according to different modules by combining multiple instructional strategies, and to reflect on the results, which will enhance the better understanding of them.



6(1) Please comment, in a short text, on the usefulness, quality and "scalability" of the training you have received and what you would like to add: (41 responses)-1

Usefulness, quality and "scalability" of the training QuaMMELOT Course

- *[...] everything was very useful.*
- *For me, it was a training course in European legislation and school methods.*
- *I find the quality of the proposed activities very high.*
- *I think it is a beautiful and formative experience.*
- *It was interesting for me and for the students. The training was useful for language learning, relationships and life skills.*
- *The training was very useful and of high quality for such an online programme.*

According to the teacher-trainees' comments, *the training Course enriched them with new knowledge and methodologies, which they can apply in their classes of refugee and migrant children, as well as in classes of indigenous pupils. The QuaMMELOT programme **was useful, most of the activities were of great quality and appropriate for mixed classes,** providing ideas, solutions and tools for the application of differentiated teaching and **for the smooth integration into the school environment** of students from other cultural and linguistic backgrounds.*



6(2) Please comment, in a short text, on the usefulness, quality and "scalability" of the training you have received, and what you would like to add:(41 responses)-2

Integration–inclusion of refugee/migrant students in education, stereotypes - prejudices

- *My students are Italian and migrants, but this project was an interesting opportunity for all students.*
- *[...] interaction and communication between native and migrant/refugee students.*
- *[...] It forced me to face my own preconceptions and prejudices.*
- *The text "Eclipse" was greatly appreciated in the classroom, because a fruitful debate about prejudice was born.*
- *It gave me ideas, it helped improve the students' relations to other cultures, it helped me get to know my students on another level.*

According to the teachers' practices, stereotypes can be discussed in the classroom. **Talking about stereotypes in a multicultural class is important for mutual understanding.** Teachers contribute to creating the appropriate atmosphere of mutual trust and understanding.



6(3) Please comment, in a short text, on the usefulness, quality and "scalability" of the training you have received, and what you would like to add: (41 responses)-3

Professional development and attitude change: teachers' communication, innovative methods exchange, good practices, educational community

- *I learnt new methods and I reflected about problems and difficulties that our students meet every day.*
- *I appreciated the Quammelot project a lot and all the innovative methods I learnt to use in the classroom.*
- *The course is interesting, it is important to create communities of practice.*
- *In my opinion I would have liked to add some exchanges with the other foreign participants, like live chats (real time) or activities we had to build together via Skype or other networks.*
- *The seminar gave me the opportunity to become aware of issues that I had not been previously assigned.*
- *Contacts in the online forums are an excellent opportunity of exchanging experiences with teachers working in distant places.*
- *I was greatly influenced, and new paths were opened in front of me regarding the teaching of refugees.*



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6(4) Please comment, in a short text, on the usefulness, quality and "scalability" of the training you have received, and what you would like to add: (41 responses)-4

Professional development and attitude change: teachers' communication, innovative methods exchange, good practices, educational community

According to the teachers' comments, the QuaMMELoT programme was very useful for them. **Teachers seem to have revised and changed some aspects of their teaching.** Applying classroom activities to complete tasks on the digital platform has helped them reflect on their teaching and improve it. They had the opportunity to think about their teaching approaches and reach a better understanding of the needs formed by the new conditions in multicultural classes. **Teachers are not stuck to traditional teaching approaches.** They chose from a wide range of techniques and practices, they applied suitable teaching material improving relationships among students of different backgrounds and experiences, **reflecting and deepening on the issue of the inclusion of migrant students into the mainstream education system.**



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6(5) Please comment, in a short text, on the usefulness, quality and "scalability" of the training you have received, and what you would like to add: (41 responses)-5

- **Criticism and suggestions**
- *I would like the next course to be more practical and less theoretical as a proposed measure. You learn better from practice.*
- ***It would be a good idea if refugees or immigrants moving around different countries found the same practices.***
- *Another proposal for improvement would be for the tutors to be more prompt, since it was weeks after they had received the tasks that they submitted their corrections.*
- ***I would like more about language teaching methods for students with different levels of knowledge of the host country language.***
- *I wish I had more time to implement all the suggested activities.*
- ***Also, more activities for the advanced students.***
- *However, the time schedule was too short and some of the activities were completed in a rush.*
- ***I would add more time!***

Remarks of the trainees are welcome. Extending the programme until the 28th of February is expected to help everyone successfully complete it.



6(6) Please comment, in a short text, on the usefulness, quality and "scalability" of the training you have received, and what you would like to add: (41 responses)-6

Do teachers feel satisfied with their participation in the programme?

I have learnt a lot with this course. I recommend it to people who work with refugee students.

Overall it was a very fruitful experience for me.

I think that activities in the classroom are very interesting.

I was very lucky to be part of this very interesting distance learning programme.

The Quammelot material was well elaborated and focused and now I feel safer to continue using these techniques.

Thank you very much, organizers.

Thank you very much!

It is evident that all the teacher-trainees **feel satisfied** with their participation in the programme. It seems that their expectations were fulfilled completely. Teacher-trainees prepare successfully everyday practices in their multicultural classes **reducing the students' shortcomings and difficulties** and enhancing their active integration in the society.



Non definitive results of the QuaMMELOT programme

- The QuaMMELOT programme **contributed to the social integration of migrant and refugee students** through inclusive educational practices;
- **It gave teachers efficient up-to-date tools and appropriate methods** to encourage the intellectual development and learning of migrant and refugee students in Secondary Education;



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Non definitive results of the QuaMMELOT programme

- It improved learning outcomes and supported and strengthened integration policies for migrants;
- It improved conditions for social inclusion of migrant and refugee students, it increased the ability to become socially active in the country of residence and optimized the opportunities for integration into the European society;
- Teachers acquired skills to increase effectiveness in teaching foreign minors and **they improved reflective dialogue through meetings and multiplier events.**



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Warm thanks

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Thank you for your attention!



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