



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
Υπουργείο Παιδείας, & Θρησκευμάτων

ΠΕΡΙΦΕΡΕΙΑΚΗ ΔΙΕΥΘΥΝΣΗ
ΠΡΩΤΟΒΑΘΜΙΑΣ & ΔΕΥΤΕΡΟΒΑΘΜΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ ΑΤΤΙΚΗΣ



QuaMMELOT

“Qualification for Minor Migrants Education and Learning
Open access - On line Teacher-training” (2017-2020)
2017-1-IT02-KA201-036610

**«How can the QuaMMELOT project improve the foreign minors
integration of each country in secondary education?»**

Charalampos Lontos

Athens MULTIPLIER EVENT

24th January 2020

Amphitheatre of HELLENIC PASTEUR INSTITUTE



Co-funded by the
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During the last ten years and more, the explosion of wars and civil wars in countries of Africa and Asia, but also the climate change caused the break out of refugee and migration waves towards countries of the European Union.



- The countries of European South, mostly Greece, Italy and Spain are the countries of entrance and first reception.
- The second semester of 2015 Greece accepts the first wave of refugees mainly from Syria, Afghanistan and Iraq, a phenomenon that goes on with attenuations and ebullitions enriched by other nationalities.



The education of minors migrant or refugee

- Since the scholar year of 2016-17 the Greek State has tried in an organised way to integrate thousands of minors refugee, who consist a big percentage of the immigrant population, in the educational system.
- RFRE (Reception Facilities for Refugee Education) have been established and functioned, but also thousands of students have enrolled in the morning classes.
- Since 2017-18 hundreds of Reception Classes have been constituted and functioned in secondary education

Schools of Secondary Education with minors refugee/migrant

- Reception Facilities for Refugee Education with an afternoon schedule in school units.
- Schools with Reception Classes
- Schools without Reception Classes
- Experimental Multicultural High Schools

Our Goal

Our goal is the even and equal integration of all refugee children in the public educational system in mixed classes with inclusion education and didactics. Also their development and success in this educational system.



Teachers on front line

- Teachers undertake new conditions and are invited to work in a new educational environment
- The training needs are enormous
- Proper educational material, specially in secondary education, is rare, and usually the material we've got is obsolete and inadequate in several subjects.

Training

- Since 2016 there have been many attempts by the public sector and organizations, like universities or national organizations, to educate and train teachers or to produce some proper educational material.
- Through Erasmus + QuaMMELOT the RDE of Attika, in cooperation with the partners, makes its own contribution.
- *The structure and the content of the material has already been analyzed.*

What is QuaMMELOT's contribution?

- How can this project help the Greek High School teacher who is asked to teach a mixed multicultural-multilingual class, in which the syllabus and the evaluation system are strictly determined?
- Even the flexibility of the first two years is restricted and with no perspective.
- I will present you a functional grouping of the material uploaded on the platform in order for you to understand how this material can be useful.

Theoretical approaches and activities for an inclusive perspective

Modules 2, 3, 9 and 10 provide a theoretical background and suggest techniques and activities for

- Reception
- Communication
- Interpersonal relations
- Expression of emotions
- Mutual understanding (empathy)
- All these prove to be significant for an inclusive pedagogical approach and the smooth integration of minors refugee/migrant students in the school educational system and community.



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HELLENIC REPUBLIC
MINISTRY OF EDUCATION, RESEARCH AND
RELIGIOUS AFFAIRS
REGIONAL DIRECTORATE FOR PRIMARY AND
SECONDARY EDUCATION OF ATTIKA



Didactic quests for an alternative approach of syllabus.

- Modules 4,6 and 7 refer to subjects familiar to Greek teachers but with alternative approaches and didactic propositions that can be used in multicultural-multilingual classes. (*Colleagues from the next round table are going to say more about these modules.*)
- Here we have to mention module 8 with a range of alternative techniques making good use of art.
- It would be useful to see the possibilities that Computing and Communication technology as well as the digital educational environments and tools web.2. provide.

The autobiography of the school path

I dare to specially refer to the autobiography of the school path and the previous experiences of new students (module 1, b and 2, b) that enables us to approach their psyche, their previous scholar experiences in different educational systems and their cognitive background in order to plan a personalized learning and didactic approach.

Debate with rules and results

- (Modules 5 and 10) Debate or what we call in Greece 'rhetorical contest and argumentation'. What can we do with the language restriction and the obstacles we face in multilingual classes?
- With necessary adaptations we form a dispute resolution and decision making culture, through dialogue, with mutually accepted rules even in everyday school life.

The culture of interdisciplinary cooperation at school

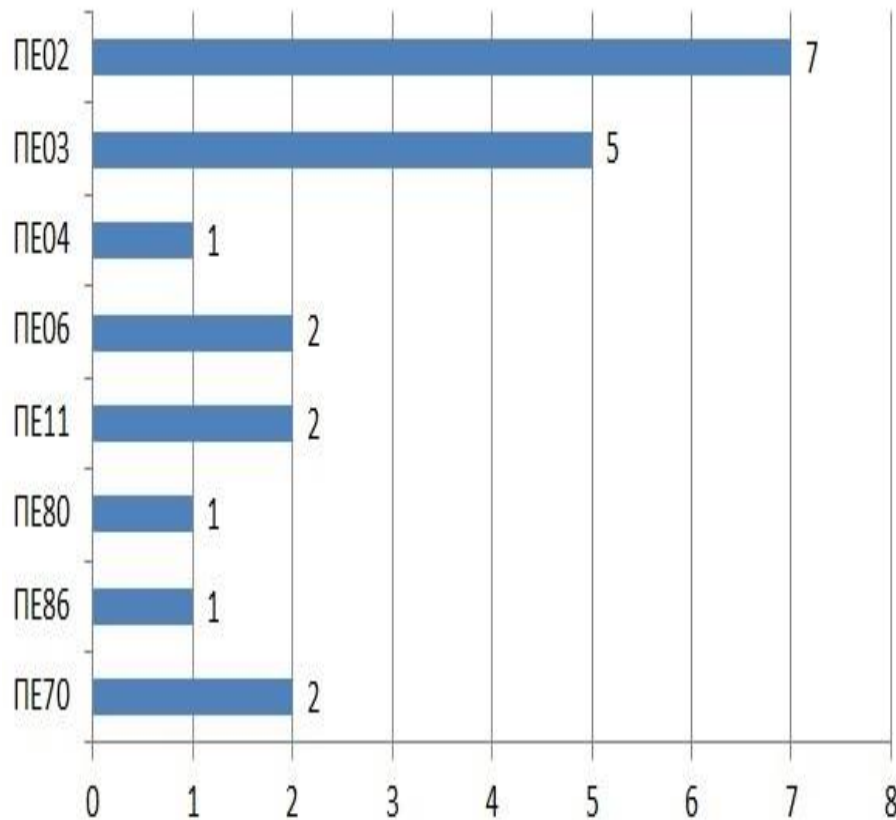
- The colleagues' obligation to make projects for all the modules made it difficult for them but offered them the opportunity to understand the need to teach other subjects.
- This had as a result the quicker and more effective inclusion of refugee students in school community.
- The greatest achievements are the change of attitude and didactic example and the establishment of a culture of cooperation.

Holistic approach and mutual effort

- The holistic approach that characterizes the content of educational material gives teachers of different specialties the possibility to advance the students' language competence, facilitate knowledge acquisition in subjects and succeed in the integration of refugees.
- *(The experience from the Experimental Multicultural High School of Helleniko will be presented at the next roundtable)*
- *It would be interesting as well to listen to the four Spanish colleagues' experience who worked together to complete their projects.*

The composition of the Greek teachers team who completed the QuaMMELoT training.

Επιμορφωμένοι ανά κλάδο



ΠΕ02 Greek Language teacher
ΠΕ03 Maths teacher
ΠΕ04 Physics teacher
ΠΕ06 English Language teacher
ΠΕ11 Sports teacher
ΠΕ80 Teacher of economics
ΠΕ86 Teacher of Informatics
ΠΕ70 Primary School teacher



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Charalampos Lontos 24.01.2020

The 8 modules that Greek teachers chose

	Greece	
Mod 1: Legislation	21	100,0%
Mod 2: First Welcoming	21	100,0%
Mod 3: Communication and interpersonal relations	21	100,0%
Mod 4: Learning language	21	100,0%
Mod 5: Active Citizenship	19	90,5%
Mod 6: Mathematics	20	95,2%
Mod 7: Computer technology	5	23,8%
Mod 8: Practical, Artistic and Expressive Workshop	17	81,0%
Mod 9: Communication and interpersonal relations (deepening)	8	38,1%
Mod 10: Supplementary	19	90,5%

They have done assessment works in disciplines of other specialization
Just one haven't attempted Mathematics!!!

The 8 modules that Greek teachers chose in detail

MOD_1	MOD_2	MOD_3	MOD_4	MOD_5	MOD_6	MOD_7	MOD_8	MOD_9	MOD_10	ΣΥΝΟΛΟ
2	2	2	2	2	2	2	2	-	2	18
2	2	2	2	2	2	-	-	2	2	16
2	2	2	2	2	2	-	2	-	2	16
2	2	2	2	2	2	-	2	-	2	16
2	2	2	2	2	2	-	2	-	2	16
2	2	2	2	2	2	-	2	-	2	16
2	2	2	2	2	2	2	2	-	2	18
2	2	2	2	2	-	-	2	2	2	16
2	2	2	2	2	2	-	2	-	2	16
2	2	2	2	2	2	-	2	-	2	16
2	2	2	2	2	2	-	-	2	2	16
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2	2	2	2	2	2	-	2	-	2	16
2	2	2	2	2	2	-	2	-	2	16
2	2	2	2	2	2	-	2	2	2	16
2	2	2	2	2	2	-	2	-	2	16
2	2	2	2	2	2	2	2	-	-	16
2	2	2	2	2	2	-	2	2	2	16
2	2	2	2	2	2	2	2	2	2	20
21	21	21	21	19	20	5	17	8	19	



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The 8 modules that teachers from all countries chose

	Greece		Spain		Italy		Total	
Mod 1: Legislation	21	100,0%	9	100,0%	7	100,0%	37	100,0%
Mod 2: First Welcoming	21	100,0%	9	100,0%	7	100,0%	37	100,0%
Mod 3: Communication and interpersonal relations	21	100,0%	9	100,0%	7	100,0%	37	100,0%
Mod 4: Learning language	21	100,0%	9	100,0%	7	100,0%	37	100,0%
Mod 5: Active Citizenship	19	90,5%	9	100,0%	7	100,0%	35	94,6%
Mod 6: Mathematics	20	95,2%	6	66,7%	1	14,3%	27	73,0%
Mod 7: Computer technology	5	23,8%	4	44,4%	2	28,6%	11	29,7%
Mod 8: Practical, Artistic and Expressive Workshop	17	81,0%	9	100,0%	7	100,0%	33	89,2%
Mod 9: Communication and interpersonal relations (deepening)	8	38,1%	7	77,8%	6	85,7%	21	56,8%
Mod 10: Supplementary	19	90,5%	9	100,0%	7	100,0%	35	94,6%



The contribution of QuaMMELOT program in the formation of an inclusive pedagogical approach.

- Theoretical approaches and activities for the first reception and inclusion in school community.
- Educational propositions for an alternative approach of the content to overcome cultural and language restrictions.
- The autobiography of the school path helping integration in school community.
- Interdisciplinary culture of cooperation at school.
- Holistic approach and mutual effort for the development of language skills and knowledge acquisition.

Ελπίζω να μη σας κούρασα

I hope I didn't tire you out

ευχαριστώ

thanks

grazie

tak

gracias