



SEDIN- Social inclusion through education, training and youth

572727-EPP-1-2016-1-EL-EPPKA3-SUP-APPREN

SITUATION ANALYSIS DOCUMENT



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ABOUT THE PROJECT

Refugee children (as well as children with migrant/ minority background) often face difficulties in adapting in the school environment of the host countries because of the difficulties they have with the language, the different cultural background but, mainly, because of the difficult experiences that they have faced on the way to the host countries. The traditional cognitive models of teaching cannot cover this need and for this reason there is a need to introduce in the school environment, in cooperation with different stakeholders, alternative methods that cultivate the fantasy of the children, that promote emotional aspects of learning, that promote the positive interaction between these children and children belonging to the mainstream communities and that promote non-verbal communication and learning. The project aims to transfer two methods on this respect:

- **Montessori Method:** The Montessori Method has begun as a method addressed to poor children who had faced several difficulties and contributed to the developmental of their emotions and senses, however, nowadays is used mainly by children of privileged background. The project aims to transfer elements, principles and tools of the method again to children that have faced several difficulties in their life
- **Creative Learning:** The creative learning method is a method that aims to develop the childrens' fantasy and informal interaction through the use of theatre techniques in the classroom in order to achieve cognitive results

The project is aiming to adapt these methods in order to use them in multicultural schools and will produce a guidance book for this reason. Furthermore, the project is aiming to organise training of teachers in order to upscale the method. The training will be organised both face to face and through e-learning with participants all over Europe. The methods are going to be practically implemented in schools and community and policy networks will be developed to sustain upscaling.



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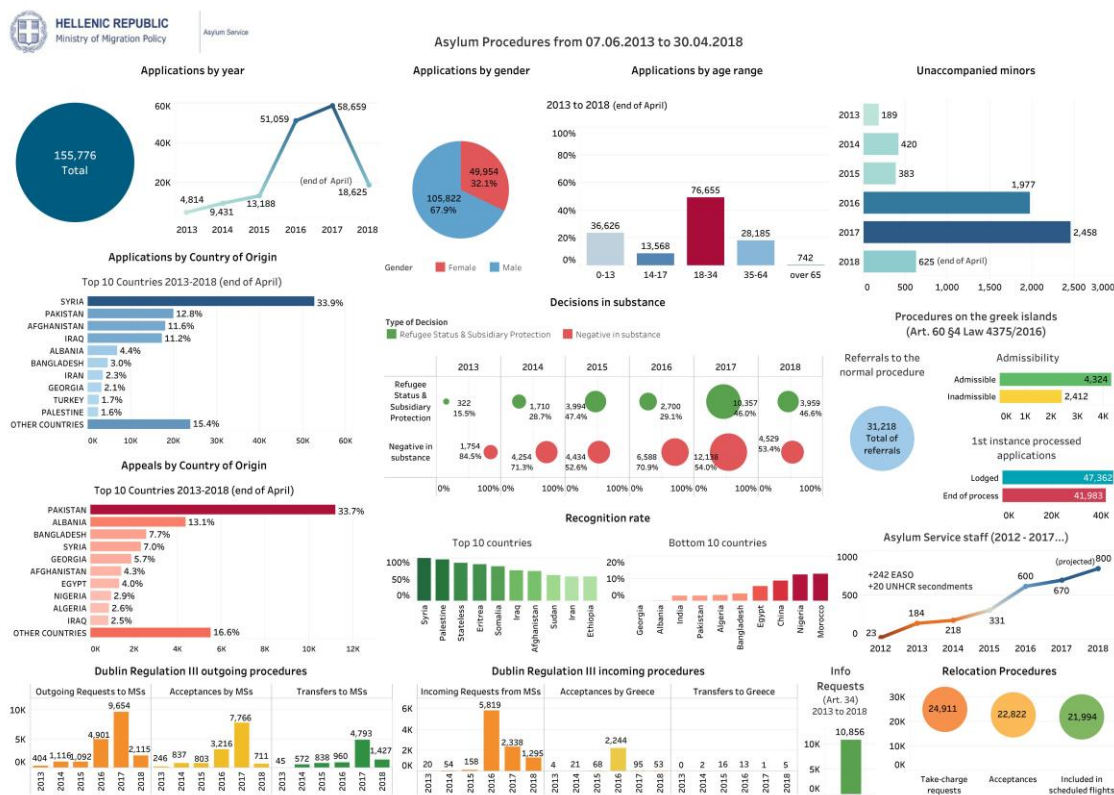
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INTRODUCTION

The massive arrival of refugees in recent years from war zones such as Syria, Iraq and Afghanistan, combined with the relocation of economic migrants from the African, Southeast Asia, is shaping new social circumstances and new educational needs. The composition of the student population in the Greek school is changing and multiculturalism is now the hallmark of the modern school class. Educational policy and the educational system can not ignore the socio-cultural changes that are taking place, but they have to formulate a similar view and suggest ways and policies for effective adaptation in this new era.



In the Greek public school, the presence of foreign students in regular classes often creates problems and causes conflicts between students, teachers and parents due to the lack of respect and acceptance



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of diversity, the mono-cultural nature of our education, and the inadequate training of public school teachers.

Problem solving and conflict resolution are achieved by turning schools and teachers into intercultural programs by adopting methods and strategies such as cooperative teaching and learning, the experiential method, etc., which develop the intercultural communication between students and teachers.

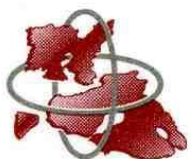
The implementation of intercultural content programs and innovative strategies in this direction necessitate the cooperation of the school with the family and the wider community, the lifelong training of teachers in intercultural and cross-cultural education so that in future the "difference" is accepted and respected not only from the school environment but also from the wider community.

In order to understand and imprint the educational needs, the problems, the way they have been addressed and the proposals of the teachers working in primary schools of Lesvos, we asked the teachers and the managers of the primary schools to answer and record their view on a number of issues and questions related to the Greek education system and the integration of foreign pupils into it. Following in brief we will analyze the Greek educational system according to primary schools and the findings we have from the questionnaires and our focus group.

EDUCATION SYSTEM AT A GLANCE

The institutionalization of free public education for all children irrespective of discrimination and their legal residence status is accompanied by a set of legal arrangements to ensure their inclusion in education and to facilitate access, eliminating any administrative or other difficulties that may hinder the enrollment of children at school. Ensuring access to education is essential for the integration of children into the host society.

Article 9 of Presidential Decree 220/2007 provides that minor applicants have access to the education system under conditions similar to those applicable to Greek citizens.



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A basic problem that arises about unaccompanied minors' access to school is the lack of the required documentation and the lack of guardian-commissioner¹ required to register. With regard to lack of supporting documents, the matter has been resolved by the following regulations:

Article 72 (3) of Law 3386/2005 provides an exception for the registration of unaccompanied minors coming from third countries with incomplete supporting documents in Greek public schools if they come from areas where a degraded situation exists.

A basic characteristic feature of the unaccompanied minors (UM) is the ignorance of the Greek language as well as their previous educational level, elements necessary for their educational path. Most children are poorly educated or have been interrupted education in their home country or they are completely illiterate (Afghan cases), which makes it difficult for them to integrate into the Greek education system.

The inclusion of UM in the Greek educational system, given their linguistic and cultural specificities, takes place through intercultural schools, reception classes and tutorial teaching classes in regular primary schools.

Intercultural education was introduced in Greece by the Law 2413/1996, under which it is provided the operation of Intercultural Schools. Schools with over 45% foreign pupils can be converted into intercultural. The curriculum that follows is the same as the other public schools, but adapted to the particular educational, social, cultural or educational needs of their pupils.

Currently there are 25 Intercultural Schools in our country: 13 Primary, 8 High Schools and 4 Lyceums out of a total of 15,174 school units. It is obvious that existing intercultural schools can not meet the needs of all UM, as their number is limited. The operation of multicultural schools has contributed positively to the educational process of unaccompanied children, to a certain extent, on the other hand, because they are essentially functioning as schools of foreigners, the Greek parents avoid them considering that they will have a negative impact on learning for their children, thus increasing the isolation and marginalization of these children.

¹ In regard to the lack of guardian-caretaker, according to the Greek Law(71/2010), it is "covered by a letter from the school head to the court announcing the need to designate a guardian for unaccompanied minors" in order to activate the procedure of the ex officio appointment of a commissioner by the court.



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The Institution of the Educational Priority Zones, which has been introduced since 2010, provides for the inclusion of Zones in primary and secondary schools with a view to ensuring equal access for all pupils to the education system through the operation of supportive actions to improve the learning such as the operation of Receptionist Classes and Tutorial Classes, in regular schools. Their aim is to prepare students for the Greek school attendance by implementing an intensive program of learning the Greek language. Host classes operate during the program's school timetable, while attending certain courses in the regular school classes. The organization of the reception classes is a way of integration; however difficulties arise in their operation like:

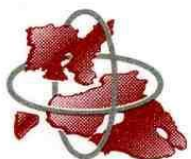
→ Since March 2016, due to the gradual accumulation of a large number of school-age children in open temporary accommodation facilities, a Scientific Committee for the Support of Refugee Children has been set up at the Ministry of Education where provision is being made for the establishment of reception facilities for refugee education (RFRE) within the school units of those regional primary and secondary education departments of the country, within the boundaries of which there are hospitality centers.

→ As far as the Educational Priority Zones are concerned, according to the relevant Ministerial Decision for the year 2016-2017, the possibility of their establishment is granted only to elementary schools through a program funded by the European Union / European Social Fund and the Greek State.

→ At the same time, it was set up at the Ministry of Education, Refugee Training, Coordination and Monitoring Team, and an informal working group was set up with the participation of official bodies and civil society actors working in the field developing educational actions for children. At the same time, it has sought to secure the necessary funds through European funds as well as through cooperation with the UNHCR to ensure the safe transport of children to and from schools. Since the fall of 2016, the first schools have been designated where the RFRE function has been established and Refugee Coordinators have been appointed together with the teachers. The first RFREs were operational in October 2016, and gradually and with considerable delays, the operation continued. By the end of the year and at the beginning of 2017, the start of operation of most of the envisaged EDFs was pending.

Children's access to education was predicted as follows:

Children according to their age	Inside Open Structures of Temporary Accommodation (and other structures of the Greek Government or of the	Outside Open Structures of Temporary Accommodation
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UNHCR)		
4-5 years	Establishment of RFREs as branches of Kindergartens that will operate within the hospitality structures.	Ability to access the regular school program (morning zone)
6-12 years	Establishment of RFREs operating in specific school units (primary) within those Primary and Education Regional Administrations at the borders of which open structures of temporary accommodation exist as branches of school units that will operate within the hosting structures.	<p>Ability to access the regular school program (morning zone)</p> <p>Ability to access the regular school program (morning zone) in multicultural schools</p> <p>-ability to access reception classes that operate in morning zones and in reception classes that operating outside school hours</p>
13-15 years	Establishment of RFREs operating in the afternoon zone in specific secondary school units (primary) in regions where open temporary accommodation structures exist as branches of school units that will operate within the hosting structures.	<p>Ability to access the regular school program (morning zone)</p> <p>Ability to access the regular school program (morning zone) in multicultural schools</p> <p>- although the institution of the EPZ provides the ability of inclusion of school units to all levels of our educational system (primary and secondary), the required ministerial decision has not been adopted yet.</p>
16-18 years	No provision has been made in the relevant ministerial decision for the establishment and operation of the RFRE	<p>-as above</p> <p>- according to official information from the Ministry</p>



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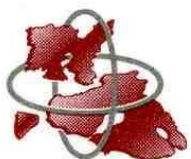


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		of Education, it is planned the provision of language training, sports and artistic activities and technical and vocational training programs with the support of the Ministry of Labor, Social Security and Social Affairs and Manpower Employment Organization
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More specifically in relation to the existing and planned RFRE (in primary and secondary schools in the afternoon zone):

Open Temporary Hospitality Structures in the Region of which RFRE functioned at the end of 2016:	10
Open Temporary Hospitality Structures in the Region of which new RFRE were expected to operate in early 2017:	16
School units where RFRE were operating or was expected to operate.	97 School units (69 primary schools, 28 secondary)
Number of pupils enrolled in RFRE operating at the end of 2016	927
Number of pupils enrolled in RFRE already in operation in 2016 and in new ones expected to operate in early 2017	2617
Total number of enrolled pupils in RFRE (including those operating, those expected to operate and those whose operation ceased to be suspended or stopped)	2883



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Children's access to the education system, even though it is legally guaranteed, is in fact a theoretical and not an essential choice. A significant number of children are not included in education for many reasons: because of the absence of a commissioner for registration, either because of the lack of intercultural school, or of reception classes, or of tutorial classes in the area's schools.

Intercultural education in our country focuses exclusively on learning the Greek language, without taking into account the cultural background of foreign pupils. The educational process is one-way, concerning only the "weak" pupils while does not help the pupil's general transition and socialization from the country of origin to the host country.

About to the children on the North Aegean islands:

- Training coordinators for refugee/migrant children have been appointed on three islands (Lesvos, Samos and Chios) without proper operation of RFRE. In the other Aegean Islands like Kos and Leros there is still no definition of RFRE or Training coordinators for refugee/migrant children.
- Despite acknowledging the fact that the children's stay on the islands is transitory, and despite the increase in inland transport during the last months, UM in the islands cannot be consider as tansit because the length of their stay in most of the cases exceeds a period of 10 months. In any case, emphasis should be given to the fact that the basic purpose and nature of general education planning for refugee/migrant UM is linked to the acquisition of basic knowledge and social skills useful for further integration into education, either in Greece or in another country.

The case of Lesvos island

Establishment of school units for the school year 2017-2018 within which RFRE will operate (starting 14 May 2018):

Kara Tepe Camp – Lesvos North Aegean :

- 2nd Primary School Mytilene
- 5th Primary School Mytilene
- Panagiouda Primary School Mytilene
- Pamfila Primary School Mytilene
- 6th Secondaey School Mytilene



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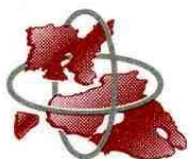
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According to the Statistical Data of UNHCR in Lesvos there are 336 unaccompanied minors (May 2018). It should be noted here that this figure is indicative since it differs on a daily basis depending on the daily influx of refugees and migrants arriving from the Turkish coast on the island. In the following tables we are showing indicative statistical data for the UM in Lesvos during May 2018. We have to notice here that there are two main NGO's that are responsible for the UM and those are Hliaktida AMKE and Moria Camp.

Statistical Data of UM by age May 2018

Iliaktida	AGE	UM
»	0-5 years	5
»	9-11 years	10
»	12-14 years	17
»	15-18 years	128
	Total	160

Moria Camp	AGE	UM
»	0-5 years	4



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»	9-11 years	0
»	12-14 years	18
»	15-18 years	154
	Total	176

Statistical Data of UM by nationality May 2018

Iliaktida	Nationality	UM
»	AFGHANISTAN	86
»	SYRIA	32
»	CONGO	5
»	GIANA	5
	PAKISTAN	4
	EGYPT	3



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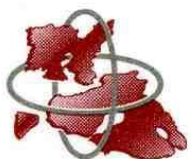


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	IRAQ	3
	BURGINA FASO	2
	CAMERON	2
	GUINEA	2
	MOROCCO	2
	NEW GUINEA	2
	SIERRA LEONE	2
	PALESTINE	2
	ALGERIA	1
	ANGOLA	1
	ERITHRAIA	1
	ETHIOPIA	1
	GAMBIA	1
	HAITI	1



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	IRAN	1
	SOMALIA	1
	TOTAL	160

Statistical Data of UM by nationality May 2018

Moria Camp	Nationality	UM
»	AFGHANISTAN	57
»	SYRIA	57
»	IRAQ	11
»	LAKE DEMOKR.KOGO	9
»	GUINEA	9
»	EGYPT	7
»	ALGERIA	5



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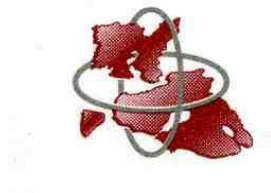


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»	GIANA	4
»	IRAN	3
»	PAKISTAN	3
»	MOROCCO	2
»	BOUROUTI	1
»	CAMERON	1
»	CONGO	1
»	GAMBIA	1
»	CUBEIT	1
»	MALI	1
»	SIERRA LEONE	1
»	PALESTINE	1
»	TUNISIA	1
	TOTAL	176



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Statistical Data of UM by sex May 2018

Iliaktida	Female	Male
»	16	144

Moria Camp	Female	Male
»	27	149

Statistical Data of UM according to the educational level May 2018

Iliaktida	Non-formal education	Public school - Elementary School
»	120	40

Moria Camp	Non-formal education Metadrasis	Non-formal school ILIAXTIDA, Safe Zone &	Public school - Elementary
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Moria Camp		School	
»	25	35	0

Following we will analyze the results that came up from the survey done to teachers in primary schools of the islands and to the directors of those schools.

Schools Directors

Nine directors of primary schools of Lesbos took place in the survey. Four of them are directing schools in the urban area of Mytilene and five of them are directing schools outside of the urban area. In all of these schools we have classes for migrants/refugees children.

1. For how long have you been principal/manager in this school?
2. For how long have you been teaching in this school?

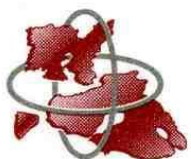
Most of the directors are in this position for the last 15 years and their teaching experience is more than twenty years.

3. What is your academic and professional background?

All of the directors own a university degree and more than 50% of them own a Master's degree. All of them have an extended experience as school teachers which exceeds 20 years.

4. According to you, what are the main strengths of your national educational system?

The advantages of our national education system are generally acknowledged by the free and non-discriminatory education for all students. The democratic way of managing and directing the school, an excellent education system for the teachers, especially the younger teachers are highly qualified, the updated educational programs in schools, the existence of teachers with specific education/skills in foreign languages, in arts, music, theatrical studies, or teaching



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children with special needs. Most of them also noted as an added value to our Educational System the existence and operation of Experimental Schools where experimental educational practices are carried out and supervised by Pedagogical University Institutions as well as schools serving pupils with special needs.

5. According to you, what are the main weaknesses of your national educational system?

The weaknesses of our national education system are mainly found in the long-term underfunding of education in all levels, resulting lack of infrastructure in schools, poor maintenance of building facilities, inadequate classrooms, lack of IT and supervisory material.

The non-renewal of teaching staff by young scientists with more knowledge of modern pedagogy and willingness to participate in national and European programs is another serious weakness of the system.

Other weaknesses are found in the minimum founding for training lifelong education of teachers in modern pedagogical tendencies, the understaffing in the supporting structures of Special Education and the inadequate promotion of culture, sports and the arts.

Lack of flexibility and adaptability depending on the interests and needs of the students.

The large number of pupils in the classroom and the participation of pupils from foreign countries with foreign language and culture create difficulties in the educational work and make learning difficult for the pupils.

Curriculums promote the frontal teaching based on the traditional method of offering knowledge and memorizing.

Finally, the frequent changes of the various Ministers of Education in the educational system, the lack of teacher evaluation and the stagnation of their remuneration contribute to the negative image of the system.

6. According to you, what are the main values promoted by your national educational system?



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Discipline / Performance / Respect / Autonomy / Cooperation / Assertiveness/ Politeness / Debate / Consensus / Competitiveness

The Greek education system mainly promotes competition and places emphasis on student performance through the formal and informal assessment system. In addition, discipline in the rules is presented as the main value, but without its critical acceptance by the pupil population.

It also promotes cooperation, respect, cooperation, consensus, responsibility, collegiality, volunteering, respect for diversity.

7. Your school is located in a multicultural area/Your pupils are from different socio-cultural backgrounds. According to you, what benefits/opportunities and what risks do this intercultural situation bring within the class?

The coexistence of pupils with different cultural backgrounds gives the opportunity to cultivate empathy and acceptance of the different, while it is a trigger for intercultural dialogue that will gradually overcome racist perceptions, religious and cultural prejudices and dogmas. This promotes the spirit of democracy, cooperation, solidarity, equality, freedom and access to knowledge.

The dangers and difficulties that may arise when there is a lack of information and support are those that are related to the stereotypes and prejudices of society and the family environment.

Thus, if teachers are not properly manipulated, feelings of xenophobia, conflict, insecurity, doubt and devaluation of the different culture can be induced.

Finally, it has been observed that some foreign pupils remain mere spectators within the classes, because they cannot communicate with their classmates or the teacher because of linguistic constraints.

8. Is the educational system able to respond to these identified risks?



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The Greek education system is not prepared to respond to the particular needs of refugee / immigrant children and to cope with the differences that arise in school life from entering the general classes of schools despite the efforts of teachers to harmonize their coexistence.

More support is needed to schools with new teachers that are well educated in themes like intercultural education. Those teachers are more likely to have the proper studies and skills to work in multicultural schools/classes.

Here we have to notice that refugee/migrant children in some cases they are not interested in learning the Greek language because they are not interested in staying in Greece but they are simply waiting to move to Europe.

9. What would you need to be able respond to these risks?

Risk management requires continuous training and information to remove the prejudices and stereotypes on the basis of which refugee students are treated as a threat.

Teachers should have open horizons and promote intercultural education as well as the values of acceptance and democracy. Existing practices and laws on intercultural education are inadequate and their main focus is on assimilation, is questioned by teachers who work with the longer-term needs of integrating refugee/migrant children and local pupils into a multicultural environment.

Stakeholders support the education system and the procedures by providing specially trained psychologists, social workers and interpreters to schools to effectively manage the situation.

Finally, state co-operation with the relevant ministries (Education, Social Welfare, Internal Affairs, Health and Immigration Policy) is required to protect these socially vulnerable groups by creating relevant policies.

10. According to you, do the refugee/migrant children have specific needs?



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Children of refugees / immigrants have specific and specialized needs. Initially, they have a different mother tongue and a cultural background, thus encountering a major problem of communication, expression, understanding and inclusion.

Many of these children have experienced traumatic experiences that have stigmatized them by shaping similar behaviors. Support structures with social workers, psychologists, medical support, and schools with multicultural targeting are therefore needed.

11. If so, how to respond to them?

In order to meet the particular needs of these pupils, it is necessary to adapt curriculum and new teaching methods. It is important to cultivate a climate of acceptance in the school for the smooth integration of refugee/migrant pupils in order to avoid negative behaviors. Children need to feel safe, get used to the new situation, trust us, and gradually enter a Greek language learning program according to their age rather than mixed age classes.

There is also a need to offer mother tongue lessons and lessons on the history and culture of their country of origin combined with initiatives to facilitate communication between different ethnic, linguistic and religious groups in order to facilitate communication between pupils.

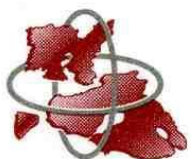
Schools with a high percentage of refugee/migrant pupils should be able to create smaller classes of pupils, thereby facilitating learning and classroom cohesion.

Creating host classes helps the educational framework but needs further support.

Finally, there is a need for continuous communication and information of the parents of refugee/migrant pupils about the way the school works, the support structures of the Municipality, the Health Centers and the Hospital. At the same time, support is provided by voluntary organizations NGO's for the supply of food, essentials and clothing.

12. At local and regional level, are there networks and collective spaces for discussing these situations with other schools?

At local and regional level there are no networks or platforms of discussion with other schools about the needs and problems that arise in multicultural schools.



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There are occasional training sessions where dialogue and sharing good practices are organized, unfortunately, these efforts are not enough as there is no systematic approach and organization. During this period, due to the existence of many refugees / immigrants on the island of Lesbos, there are groups that are out of formal educational system and they provide non formal trainings for refugee/migrant children.

13. According to you, is the official teachers training programme adapted to multicultural contexts?

Teachers' educational program in recent years has begun to offer training for multicultural and intercultural education. Educational programs and seminars are implemented but still are few and they cannot cover existing needs. Teachers participating those seminars are accordingly a few compared to the total number. We believe that high educational level of certified seminars that could teach the teachers how to act in multicultural schools are needed.

14. In your school, what kind of challenges have your teachers been facing within their class and with their pupils?

The main challenge faced by teachers in the classroom is the different cognitive background of the students and their learning peculiarities. Those differences are forcing the teacher to personalize/differentiate and tailor his / her teaching according to the needs.

A certain number of pupils, mainly in large classes, are causing interpersonal conflicts, protests, verbal attacks and isolation of refugee/migrant children from the game.

15. How do they report them to you? How do you collectively handle them? Please give an example.

Οι εκπαιδευτικοί του σχολείου, προκειμένου να αντιμετωπίσουν τις προκλήσεις που παρουσιάζονται μέσα στην τάξη, νοιώθουν την ανάγκη υποστήριξης και καθοδήγησης. Ζητούν



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τη βοήθεια του διευθυντή και κάποιες φορές παραπέμπουν τους μαθητές σε αυτόν για τα ζητήματα που δημιουργούνται.

Άλλοι τρόποι αντιμετώπισης είναι με συζητήσεις στο Σύλλογο Διδασκόντων σε τακτικά και έκτακτα συμβούλια, με ανταλλαγή απόψεων με το Σχολικό Σύμβουλο και την κεντρική διοίκηση της εκπαίδευσης, με ατομικές συζητήσεις, συνεντεύξεις για την κατανόηση του κάθε προβλήματος σε όλες του τις διαστάσεις και ενημέρωση σχετικά με τη λειτουργία του σχολείου και τα δικαιώματα των παιδιών στην εκπαίδευση.

Σε επίπεδο τάξης τα προβλήματα που προκύπτουν επιλύονται συλλογικά με ομαδικές δραστηριότητες, παιχνίδια ρόλων, αθλητισμού, καλλιτεχνικών κατασκευών, θεατρικών παιχνιδιών κ.α.

Η αναγνώριση της διαφορετικότητας, η δημόσια επιβράβευση των δεξιοτήτων των μαθητών και η ευαισθητοποίηση σε θέματα ισότητας είναι στοιχεία που βοηθούν στην αντιμετώπιση των εκάστοτε προκλήσεων.

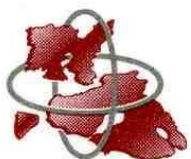
16. How would you describe the involvement of the parents? What are the main ways for you to involve them in the school life?

Κάποιοι γονείς είναι αρκετά διστακτικοί και φοβισμένοι, εμπιστεύονται όμως το σχολείο και το έχουν αρκετά ψηλά στο αξιακό τους σύστημα.

Οι γονείς είναι σχεδόν πάντα πρόθυμοι να συνεργαστούν με το σχολείο, ιδιαίτερα όταν πρόκειται για κάποια προβληματική ή ανησυχητική συμπεριφορά των μαθητών.

Για την αποτελεσματικότερη επικοινωνία τους με το σχολείο, είναι σημαντικό να αναζητείται η παρουσία τους όχι μόνο στην περίπτωση που δημιουργείται κάποιο πρόβλημα αλλά και στα ευχάριστα γεγονότα της σχολικής κοινότητας. Είναι σημαντικό να συνειδητοποιήσουν πως η βοήθεια και η συνεργασία τους είναι απαραίτητη. Το σχολείο πρέπει να είναι σε θέση να ακούσει τους γονείς, να αφουγκραστεί τις ανησυχίες τους και να δείξει κατανόηση.

Η ενεργοποίηση και η καλή συνεργασία με το Σύλλογο Γονέων βοηθά στην αποτελεσματική αντιμετώπιση και επίλυση των προβλημάτων που ανακύπτουν.



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Οι γονείς των προσφύγων/μεταναστών δεν εμφανίζονται στο σχολείο. Όποτε κριθεί απαραίτητη η παρουσία τους καλούνται μέσω των υπευθύνων των δομών φιλοξενίας με την παρουσία διερμηνέα και έτσι δεν εμφανίζονται προβλήματα στην επικοινωνία.

17. Have you heard about alternative and active educational methods, such as Montessori and Creative learning?

Most teachers have either heard or taught in their colleges the methods of creative learning and the Montessori method.

These learning methods are known to promote active learning, respect for individuality, and experiential learning through the game. Students are responsible for their learning and teaching is based on their personal interests.

18. If so, what do you think about these methods and their compatibility with you educational system?

These methods do not go hand in hand with the Greek educational system which encapsulates the teacher with a specific curriculum that he has to follow obligatory. But despite the tight timetable, teachers are making an effort to take advantage of the opportunities they are given and to implement them in hours like the flexible zones in school in order to cultivate important values and skills for students.

However, they are useful, under the condition 1. that teachers should be trained in these methods and 2.that there should be a reform of the curricula in the education system in order to give more room for such actions and to be in harmony with the new data we live and face today.

These methods can best be applied to alternative schools that have been created to meet the needs of children who cannot learn effectively in a traditional school environment. These schools have more comprehensive educational and development goals and also have curricula that allow more diversity in training programs.



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Finally, some teachers believe that these methods are incompatible with our education system because they are not so much student-centered as they own to be. Students are more spectators and passive receivers and less creative and active in the classroom.

19. Would you wish to add any comment?

The education system offered in Greece nowadays must and owns to address the challenges of modern times. This will succeed when planning is long-term with vision and specific targeting.

Teachers teaching in multicultural schools should attend training programs that will help their work and should be supported by psychologists and social workers.

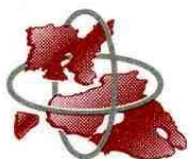
Teachers questionnaire

1. How many mother tongues are there among your pupils?

The mother tongues that children speak in Lesbos schools are: Greek, Albanian, Syrian, German, Arabic, Faroese, Kurdish, Romane, Sorani, Kurmanji, Persian and Bulgarian.

2. How would you describe the participation of your pupils within the class?

The participation of children in the classroom is satisfactory; they show great willingness to learn the Greek language and really want to be part of the daily lesson. However, they do not stay enough time in the island so they cannot attend the classes normally.



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3. How would you describe the relations among pupils in your class? Are there strong group identities? How to explain these cleavages?

Initially, there were strong groupings between children according to their identity and because they could not communicate. This way specific groups of children were facing the same difficulties. However, after a while children began to work together and to overcome language barriers.

4. If not, how would you describe the nature of relations between pupils, from competitiveness to cooperation?

What dominates the classroom is a collaborative climate with no trace of competitiveness, since the goal is common to everyone. The children help and learn from each other.

5. Would you say refugee/migrant children have specific needs? Explain.

Refugee/migrant children are a group with individual needs. This is due to a number of reasons, such as the barriers in communication they are facing and the difficulty of socializing in an unknown environment with a different culture. These children carry a different cultural background and the Greek education system, as it is now, cannot meet the specific needs of these children.

6. What would you need for responding to theirs?

The state is responsible for meeting the needs for this specific group of children, and these needs require special schools with teachers educated in working in multicultural classes. An individualized teaching curriculum is required to achieve the learning outcomes. A basic precondition for these teachers to meet these needs is to build on the existing knowledge of these children and build on them. Significant help in addressing these needs would also be the involvement of psychologists and translators. Teachers should be deeply involved in communication, with some educational material in English or games and videos in both languages so they can be actively involved in the course process.

7. Do the national educational system and/or the civil society offer further education training programmes for teachers in order to respond to those needs?



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There is little training programs offered to teachers despite the fact that the educational needs of the student population have changed a lot. Unfortunately, the education system does not provide for the training of teachers. Lifelong learning is generally a tool for teachers to adapt not only the needs of the pupils but of the social system as well. For a general education teacher it is not easy to educate immigrants and refugees pupils. This is because it does not have the proper training and support to meet such personalized needs.

8. According to you, what are the main values promoted by your national educational system? Please discuss them.

Our education system has as a center the child. While the education system should promote empathy, pupils' sociability, respect for the different, learning, experimentation, dialogue, politeness, justice and cooperation, it ends up in creating competition, boredom and produces a strong feeling of grades hunting. In general, emphasis is placed on the learning of knowledge, not on the cultivation of values.

9. Discipline / Performance / Respect / Autonomy / Cooperation / Assertiveness/ Politeness / Debate / Consensus / Competitiveness

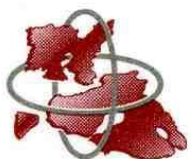
If we want to create active citizens who will strive for a better world, the education system should emphasize the above values, such as courtesy, cooperation, respect. Empathy, but also the development of pupils' ability to discuss and engage in dialogue. The above values are objectives that the Greek teacher tries to apply in order to assimilate the students. They are the key to school safety, progress and social reproduction-adaptation. Students need to learn to respect diversity, accept and protect it.

10. Have you heard about alternative and active educational methods, such as Montessori and Creative learning?

Most teachers are aware of alternative and energetic training methods. Others have been taught during their university studies while others have learned them from their own quests. They consider them to be innovative, creative, methods that are putting trust into the child and its ability to make decisions.

However, they are not applied to Greek education and are generally doomed to failure because the educational context encapsulates the teacher with the curriculum that is required to be followed.

11. If so, what do you think about these methods?



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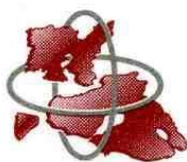
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Alternative and energetic training methods are based on deep child confidence and unrestricted respect for their ability to develop on their own. They are considered to be groundbreaking, creative, and generally are methods that greatly help children in learning through the game. Typically, they are efficient at younger ages. The role of the child changes from a simple viewer to a creator, and by extension through independence, freedom with boundaries and respect, children can do miracles. Generally, they cultivate pupils creativity, critical thinking, exploratory learning and imagination. These methods increase the motivation of children to learn and escape from the sterile learning of information that is being cultivated in today's school. In order to be implemented in the Greek educational system, taking into account the conditions prevailing in the educational system as well as in the school class, a radical upgrading of the system is required and again it is not certain that it can bring the desired results into the education of the refugees.

However, there is the view that despite their "progressive", wrapping and without being reactive, they serve the same goals, which abstain from meeting the real needs of the students.

12. Are there gaps in the educational performance between native and migrant students? If yes, which are they?

It goes without saying that there are gaps between local students and refugees / immigrants, as they do not know the same language. Gaps and student performance are inversely related to the student's social background, which is also exacerbated by other factors (commercialization of education). The children of refugees / immigrants try to acquire knowledge that is self-evident for Greek students. Families play a major role in this, as refugee / migrant parents can not help their children and do not pay special attention to school needs. This lack of help affects children and is reflected in their daily educational performance. In addition, most of the students are controversial and sometimes confuse their mother tongue with the second language. The Greek education system does not take into account the different cultural chapters that pupils bring with them, resulting in a gap between the children. All this leads to a gap in educational performance between local students and immigrants. Children of immigrants are difficult to attend to lessons because they lack a language understanding. In lessons used surveillance material understanding is more feasible. Refugee children need time



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to learn language and to be able to join the school class, as they are highly introspective and insecure. In order to overcome these gaps between children, books should be created to meet the needs of foreign pupils.



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