



Ευρωπαϊκή Ένωση  
Ευρωπαϊκό Κοινωνικό Ταμείο



ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ  
ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ  
ανάπτυξη στην κοινωνία της γνώσης

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΣΠΑ  
2007-2013  
ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ

ΕΚΠΑΙΔΕΥΣΗ  
ΑΛΛΟΔΑΠΩΝ & ΠΑΛΙΝΝΟΣΤΟΥΝΤΩΝ ΜΑΘΗΤΩΝ

# The results of the Program's assessment

## "Education of foreign and repatriate students" for the school year 2010-2011



### Program Data

Aims 1. School and social integration of foreign and repatriate students  
2. Reduction of school drop-outs

Implementation via 10 Actions

Participation of 617 schools of Primary and Secondary Education from all over Greece

Connection between theory and practice

### Contents of the Brochure

- Studies and research
- Educational "products"
- Interventions to students, parents and teachers
- Innovations
- Proliferative results
- Problems and difficulties

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Booklet editing  
Internal assessment of the Program - 10th Action  
Scientific Director: Michael Kelpanides



ΑΡΙΣΤΟΤΕΛΕΙΟ  
ΠΑΝΕΠΙΣΤΗΜΙΟ  
ΒΕΣΣΑΛΟΝΙΚΗΣ



ΠΑΝΕΠΙΣΤΗΜΙΟ  
ΙΩΑΝΝΙΝΩΝ



ΠΑΝΕΠΙΣΤΗΜΙΟ  
ΑΘΗΝΩΝ



ΠΑΝΕΠΙΣΤΗΜΙΟ  
ΒΕΣΣΑΛΙΑΣ

## Studies

Recording of models of bilingual education abroad as well as of curricula concerning the teaching of Greek as a second language, aiming at planning **a pilot curriculum for teaching Greek in reception classes**.

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Compilation of reports on the principal characteristics of Albanian and Russian languages constituting **a basis for a future comparative study between Greek, Russian and Albanian**.



A study on **immigration policy in Greece**

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Recording of the **target student group's** flow through a comparison of two school years at the beginning and at the end of the past decade.

## Researches

National research with the participation of students, parents and teachers (more than 4000 questionnaires have been collected), **for the examination of the target student group's wish to be taught their mother language** and the factors related to that need.

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Large scale research with the participation of 1991 students, 1570 teachers and 753 parents from 22 schools, **aiming at the examination of the target student group's need for psychological support**, which is related to matters of integration, management of difference and inter-group relations.

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**Investigation of the cross-cultural dimension** in educational programs of Greek museums (100 museums have been asked to participate).

**Examination of the educators' needs teaching in the reception classes** of 14 schools and recording of the students' proficiency in Greek through up-to-date placement tests.

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Research for the **detection of topics** that impede immigrant students' use of the **Greek language**.

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**Diagnosis** of educational needs and the conditions of cross-cultural awareness detected in schools.

# Educational products

- Updating of **placement tests** "Let's speak Greek I, II, and III".
- Design of pilot language material** for the teaching of the **Russian and Albanian languages**.
- Formulation of **annotation conventions** for the design of an annotator for the compilation of a learner corpus annotated with respect to the word grammatical category and the student errors.
- Compilation of **training material** concerning the teaching of Greek as a second language in public schools.
- Composition of a manual for the efficient use of **educational material produced** in earlier phases of the program.
- Configuration of adequate **informative material** translated into four among the students' mother tongues, **in order for parents to be facilitated** in social obligations related to children's education.
- Formation of the main part of a **Guide for Dramatization Activities and anti-racist material**, for the implementation of cross-cultural activities.
- Design of a **Students' Psychological Support Intervention Guide** to be implemented in schools.
- Translation and **adaptation of Map for ID program** (Museums as Places for Intercultural Dialog) aiming at enhancing the cross-cultural dimension of museum visits.

# Electronic learning platforms

Collection and elaboration of **educational, cultural, literary and anti-racist material**, which will be uploaded in an under-construction electronic platform in order to be used by students and teachers.

Creation of **complimentary material for the learning of the students' mother tongues**, uploaded in an electronic learning platform.

Collection, selection, modification and uploading in the Program's **website of training material to support teaching** in mixed classes.



Creation of a special electronic platform of synchronous and asynchronous education for **long-distance teacher training**.

# Interventions for students

Implementation of **classes aiming at reinforcing the students' proficiency in Greek** in 124 schools of primary and secondary education in Greece, which have been attended by approximately 2257 foreign and repatriate students.

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Implementation of **educational visits in museums** with the participation of 10 classes from 8 schools of all educational levels from Attica and central Macedonia.

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Implementation of **Summer Classes for pre-high school and pre-lyceum education** (40 hours each) in 30 primary and secondary school units, attended by 334 students.

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Realisation of a **two-day seminar** during which students from 5 secondary schools from the Prefectures of Epirus and Central Macedonia have participated in **cross-cultural activities**.

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# Interventions for parents

Realization of 910 conferences (total duration 1948 hours) concerning the collective and **individual psychological support to immigrant parents** by specially trained teachers in 53 schools from all over Greece with the aim of configuring an intra-family environment of student reinforcement.

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Realization of a pilot program for teaching **Greek to parents** in cooperation with Intervention School Units in Rhodes.

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Introduction of the "**foster parent**" and "**cross-cultural mediator**" profile and invitation for entrusting these roles to Greek parents and bilingual individuals, correspondingly, in order to function in auxiliary basis, trying to reinforce relationships between immigrant parents and local societies and schools.

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**Collection of cultural material** from immigrants' countries as well as Greek cultural material, which will form a **basis for the implementation of cultural exchange** actions among Greek and immigrant parents.

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# Interventions for teachers

- Informative **meetings, class observations and implementation of co-teaching** in 14 primary and secondary schools in which reception classes operate. Organization of an intra-school training meeting in a primary school in Attica which was implemented as an experiential laboratory for the support of the teachers in reception classes.
- Organization of two 15-hour training meetings in Athens and Thessaloniki for educators that teach in reception classes and forty six 15-hour **intra-school seminars throughout Greece** for teachers where reception classes operate. On the whole, 989 teachers have participated.
- Configuration and development of an observation key for the implementation of a **cooperative model of teaching** between teachers of reception classes and of other subjects.
- Training of 51 reception class teachers and 132 reinforcement class teachers in two 4-hour seminars, in Athens and Thessaloniki, related to the compilation, **distribution and correction of updated placement tests** "Let's speak Greek I, II, and III".
- Implementation of two seminars in Athens and Thessaloniki for **teachers that have taught summer classes** of pre-high school and pre-lyceum education.
- Training of 187 teachers in 9 **seminars which have combined long-distance and in person meetings** for the teaching and learning in multicultural classes.
- Implementation of nine 10-hour seminars in Athens, Thessaloniki, Volos, Rethymnon, and Komotini, in which 820 **headmasters and executives of education** have been trained on pedagogical and administrative support of schools with a multicultural structure.
- Training of 99 teachers from 53 schools of Greece aiming at the **provision of advisory support to immigrant students' parents**.
- Organization of open seminars and training sessions aiming at raising the Education Community's sensitivity to difference and multiculturalism issues, in the context of a forthcoming implementation of cross-cultural activities in schools.
- Actions of informing and activating sensitivity** of the educational world for the reinforcement **of immigrant students' families**.



# Innovations

Design of an **annotator** for students' **grammatical errors**.

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Operation of **summer classes** for the teaching of Greek as a second language **in a penal school**.

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Creation of an **innovative guide for dramatization activities** with a cross-cultural content.

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Design and implementation of **intra-school seminars** based on the participant teachers' and the school unit's needs.

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**Long-distance training seminars** (virtual classrooms).



Reinforcement of the **role of the School Consultant as a "critical friend"** in the multicultural school.









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**Comparative study review of Greek, Russian and Albanian languages** and production of innovative language material for the teaching of Russian and Albanian.

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Configuration of a **Complete Intervention Frame** for actions of reinforcement of immigrant students' families, and introduction of innovative institutions such as the ones of the "foster parent", the "cross cultural mediator" and the "parent advisory mobile unit".

## Proliferative results

-  **Activities evaluating the students' language** proficiency available in all schools which could be further implemented after the end of the program.
-  **Future use of the dramatization guide** for the implementation of cross-cultural activities.
-  A central aim of the training actions is to offer the teachers and the schools the most possible benefits and **to make the good practices be embodied in the educational system** so as to ensure the sustainability and the diffusion of their results.
-  Creation of a **rich data base with educational and training material** which could be exploited by all teachers, students and researchers.
-  The **Complete Intervention Frame** for actions of reinforcement of immigrant students' families is a sum of guides and actions that could be used after the end of Program.
-  **The educational-informative material** which will be produced and translated **into the immigrants' languages** will be available for future use by schools.
-  Schools will benefit from the **guidelines for appropriate visits in cultural places** taking into consideration the cross-cultural dimension.
-  Network services of the Program offer the "knowhow" and contribute to the use of **an open source code**.

# Problems – difficulties during implementation

## Methodological problems

- 🇧🇬 The language of the questionnaires was not fully comprehensible by all students.
- 🇧🇬 The introduction of innovative institutions provoked confusion.
- 🇧🇬 The time for the accomplishment of the teaching aims concerning Summer Classes was insufficient.
- 🇧🇬 There were difficulties concerning licensed access to the content of all educational handbooks (necessary for their distribution to teachers) which had been produced in the previous stages of the program.

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## Cooperation with schools and teachers

The collection of research data from schools is a difficult task. Teachers complain when they have to complete a large amount of questionnaires.



There were school units in areas of the border (South Aegean, East Macedonia, and Thrace) where no Classes for the reinforcement of Greek were created due to the lack of candidate teachers willing to participate.

In many instances teachers of cooperating schools were unable to be involved in extra teaching actions of the program or give feedback, due to work overload or personal obligations.

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## Approaching parents

- 🇧🇬 There were difficulties in collecting useful research data from parents.
- 🇧🇬 There was insufficient participation of parents in actions supporting them (due to women's work overload).

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## Practical limitations - technical difficulties

- 🇧🇬 The beginning of reception classes in schools was delayed. Moreover, no teachers were appointed in many schools where the creation of reception classes had been approved during the year 2010-2011.
- 🇧🇬 Organization issues of the museums as well as the staff's work overload have set difficult cooperation conditions for the organization of educational visits. The weather has also become an obstacle at instances.
- 🇧🇬 It was impossible to find an appropriate place to accommodate Summer Classes after the end of the school year and students were unable to commute to these places.

# Acknowledgments

## The Scientific Director of the Program

Dear colleagues,

With the accomplishment of the actions of the "Education of foreign and repatriate students" Program for the first school year of its implementation (2010-2011) I would like to warmly thank all those who have contributed to the achievement of its goals. Especially Program cooperators- scientific directors of the individual actions, trainers, cooperating teachers and administrative staff - have worked with zest and creativity. Furthermore headmasters and teachers of a considerable number of schools have expressed the desire to participate in the actions implemented, whereas the educational community has showed particular interest and sensitivity in school issues as well as issues regarding the social integration of foreign and repatriate students.

This year, the Program continues with greater intensity and extent -quantitative and qualitative - implementing the interventions which are related to students, teachers and parents. A lot of researches have been accomplished and educational products grow and get richer. Some interventions have even begun to be implemented in schools this year - interventions of psychological support of foreign and repatriate students, the development and implementation of cross-cultural activities and the pilot implementation of a program that is related to the teaching of the students' mother language (Russian and Albanian).

I am counting on our on-going collaboration, so that this intervention will offer substantial benefit to our students and teachers.

The Scientific Director of the Program

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