

Staff Training on Pathways of Institutional Support for Young Refugees' Access to Higher Education, Training and Employment

Linguistic and cultural support for refugees in higher education

School of Modern Greek Language

www.smg.auth.gr

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Mary Margaroni, Member of the collaborative teaching staff



Who we are

- ▶ [Video sneg https://youtu.be/tpfZXErVXjM](https://youtu.be/tpfZXErVXjM)

Linguistic and cultural support for refugees in higher education at Aristotle University of Thessaloniki

- ▶ School of Modern Greek acceptance procedure
- ▶ Statistics
- ▶ Linguistic and cultural support of refugee students

School of Modern Greek acceptance procedure

► Requirements:

1. Passport/residence permit/visa
2. Certificate of studies (high-school diploma or University degree)

Statistics

- ▶ 5% of the year long students (18+) are refugees (with no registration/tuition fee) (decision of Supervisor Committee of SMG)
- ▶ 9 countries (Syria, Turkey, Iraq, Georgia, Gambia, Palestine, Afghanistan, Egypt, Ethiopia)
- ▶ Collaboration with Greek Council for Refugees
- ▶ A1 level of Greek Language attend the yearly course of SMG with 20hours/week
- ▶ Achievement of B2 level in Greek (prerequisite for bachelor studies in Greek Universities)
- ▶ Certificate for Attainment in Greek (Centre for the Greek Language)

Participation in projects

- ▶ Erasmus+ SUCRE
- ▶ Erasmus+ XENIOS ZEUS
- ▶ **Title of the project:** Expanding Educational Training Activities for refugees in Zones of apprenticeship utilising educational structures
- ▶ **Managing the refugee and migrant flows through the development of educational and vocational frames for children and adults**
- ▶ **Duration:** 01/09/2016 - 31/08/2018 (24 months)
- ▶ **Outputs of the School of Modern Greek Language:**
- ▶ [Welcome guide for Refugees - a useful every day booklet](#)
- ▶ [Xenios Zeus_ Support material](#)

Erasmus+ Xenios Zeus

- ▶ **Partner Institutions/Organisations:**
- ▶ Aristotle University of Thessaloniki - Greece
(Department of Pedagogy and the School of Modern Greek Language)
- ▶ University Of Western Macedonia - Greece
- ▶ Université d'Aix Marseille - France
- ▶ H.R.Y.O. Human Rights Youth Organization - Italy
- ▶ Municipality of Paionia
- ▶ Municipality of Delta

Provision of Integration Courses to Beneficiaries of International Protection” (IOM)

- ▶ Major Development Agency Thessaloniki S.A. (former Metropolitan Development Agency of Thessaloniki, S.A.)
- ▶ School of Modern Greek Language (Aristotle University of Thessaloniki)
- ▶ Young Men’s Christian Association, YMCA Thessaloniki
- ▶ Duration 18 months
- ▶ providing and implementing Integration Courses to Beneficiaries of International Protection; Specifically providing mandatory Greek language

IOM

- ▶ Purpose:
- ▶ Classes with innovative approaches and facilitating access to services available for Beneficiaries of International Protection
- ▶ Provision of Soft Skills training covering the needs of local labor markets and boosting beneficiaries' employment

Linguistic and cultural support of refugee students (I)

▶ **Curricula** (Common European Framework of Reference for Languages / CEFR)

▶ **Courses**

- ▶ A: Basic user (A1: beginner, A2: elementary),
- ▶ B: Independent user (B1: intermediate, B2: upper intermediate)
- ▶ C: Proficient user (C1: advanced, C2: proficiency)

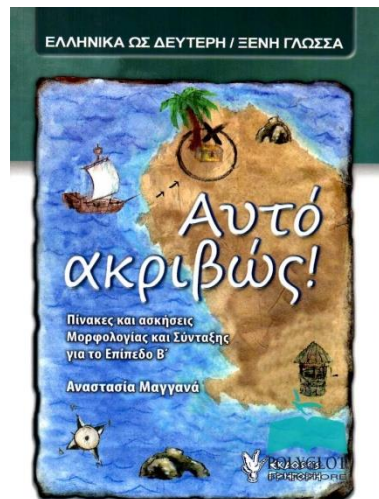
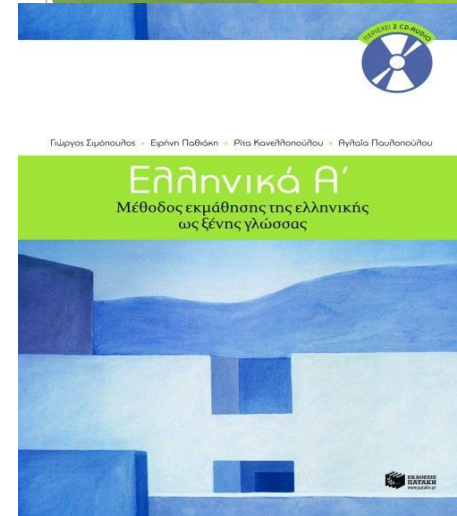
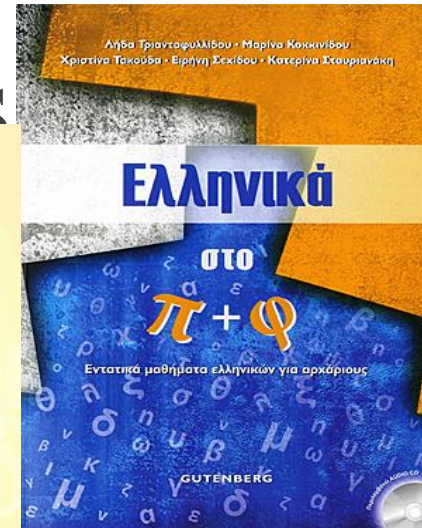
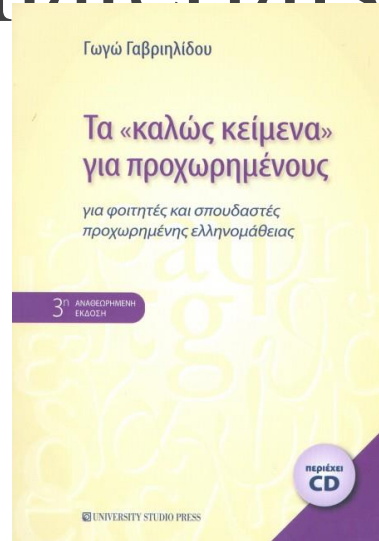
Linguistic and cultural support of refugee students (II)

▶ Learning materials

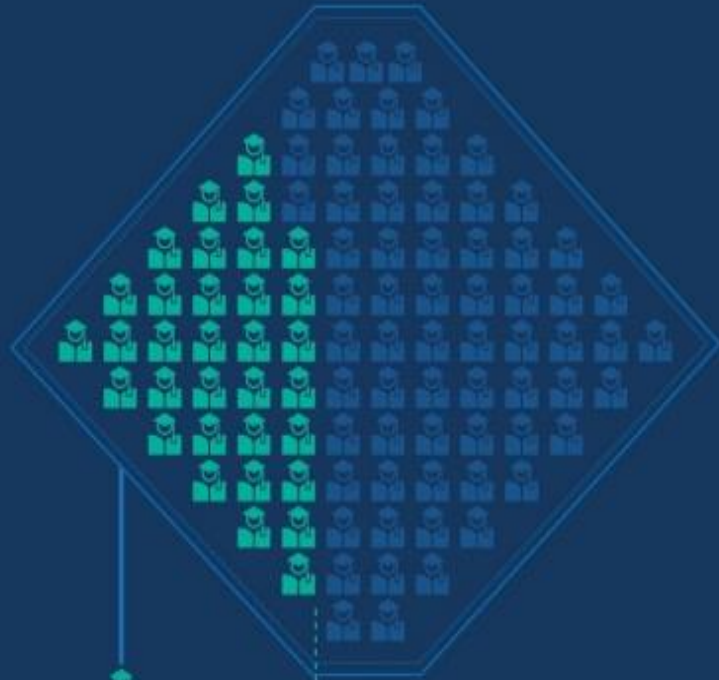
▶ Tools

▶ Internet

▶ Social Media



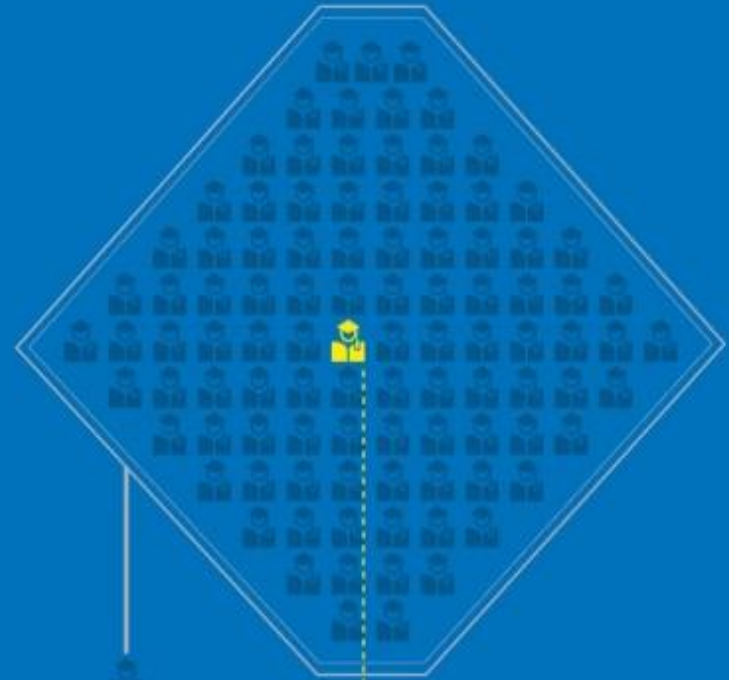
Higher education / Youth



34% of youth around the world go to university

SOURCE: UNESCO (2014)

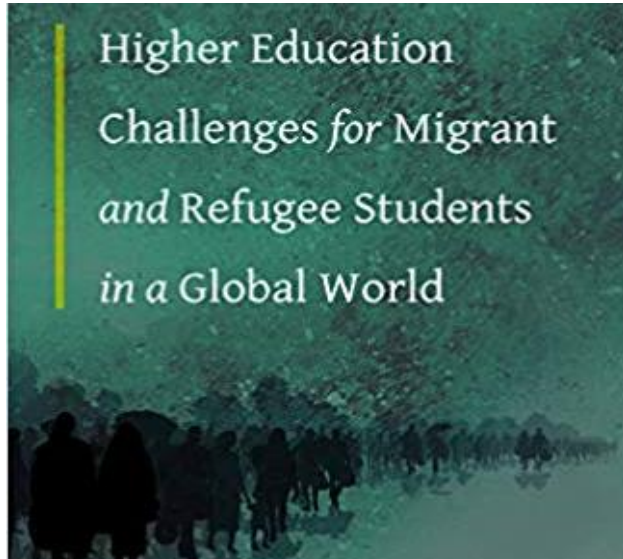
Higher education / Refugee Youth



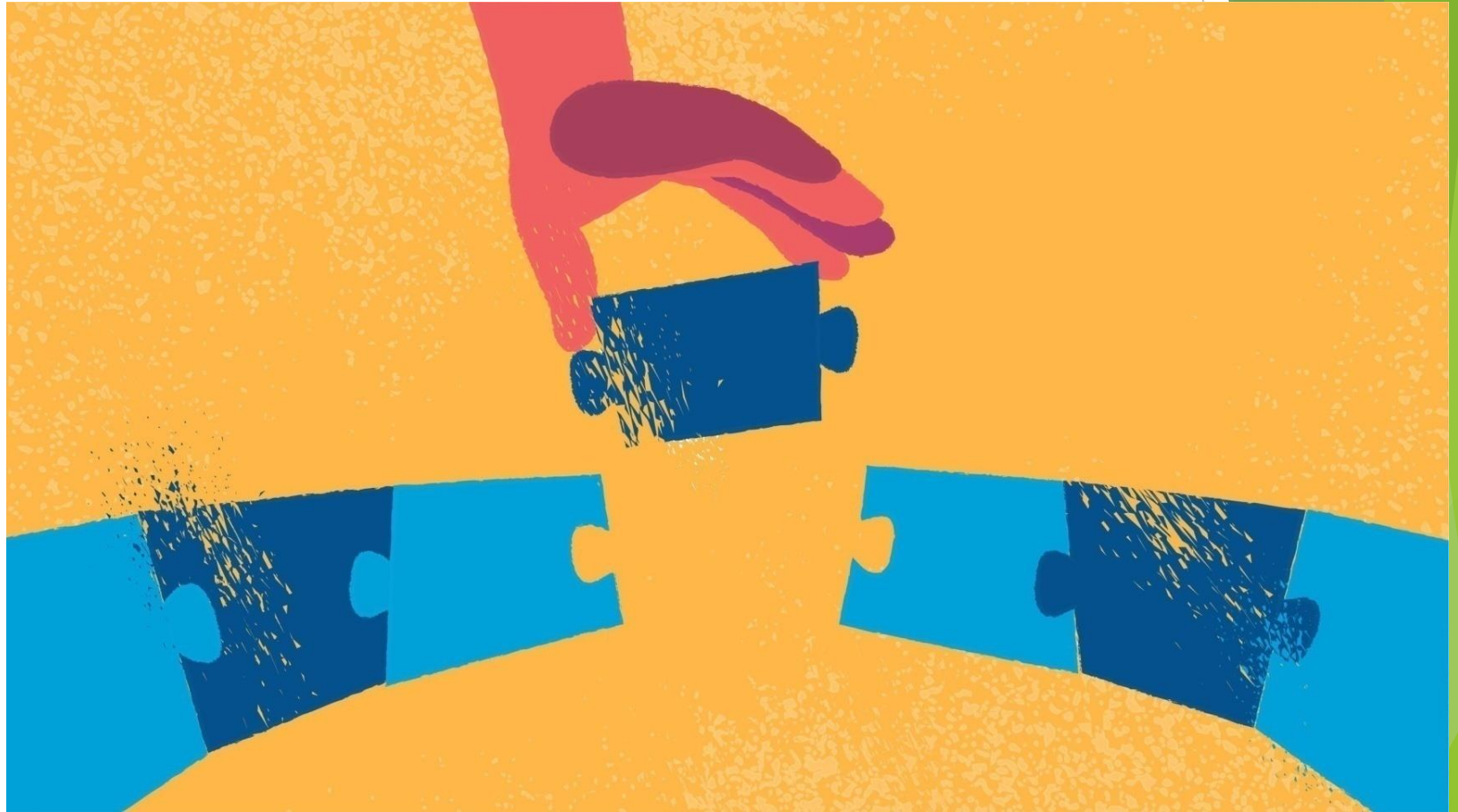
Only **1%** of refugee youth go to university

SOURCE: UNHCR (2015)

Teaching language to refugee students at the higher education (what we need to know and to remember)



Building cultural and linguistic bridges for Refugees in Higher Education



How can we achieve this? (I)

- ▶ 1. Outdoor language and cultural activities
- ▶ 2. Social & Emotional Learning
- ▶ 3. Multisensory Language Learning, Art-based Learning & Transformative Learning through Aesthetic Experience
- ▶ 4. Game-based Learning / Teaching Method
- ▶ 5. Direct Language Learning / Teaching Method
- ▶ 6. Interdisciplinary Learning / Teaching Method
- ▶ 7. Student-centered Language Learning / Teaching Method

How can we achieve this? (II)

- ▶ 8. Concept-based Language Learning / Teaching Method
- ▶ 9. Cooperative Language Learning / Teaching Method
- ▶ 10. Project-based Language & Inquiry-based Learning / Teaching Method
- ▶ 11. Task-based Language Learning / Teaching Method
- ▶ 12. Content and Language Integrated Learning
- ▶ 13. Problem-based Learning
- ▶ 14. Person-centered, non-directive Learning / Teaching

1. Outdoor activities

- ▶ **authentic, hands-on, interactive and build on classroom learning**
- ▶ **challenging, exciting**
- ▶ **different experiences which help students learn in many different ways**
- ▶ **a real-world learning experience that will set them up for success in life beyond university**
- ▶ **teamwork, leadership and compromise in their learning environment**

2. Social & Emotional Learning



- ▶ A gradual, integrative process through which students **acquire the capacity**
 - ▶ to understand, experience, express, and manage emotions
 - ▶ to develop meaningful relationships with others
 - ▶ to establish positive relationships
 - ▶ to make responsible decisions
 - ▶ to handle challenging situations constructively and ethically

3. Multisensory Language Learning, Art-based Learning & Transformative Learning through Aesthetic Experience

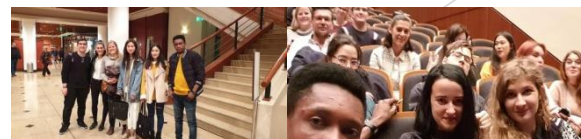
Aesthetic experiences

- ▶ contribute to **unearthing the integrated knowing**, encompassing
- ▶ strengthen and produce **critical reflection**, using **the empathy** (in a mixed class with students with and without refugee background).

Examples from the above



- ▶ Symphonic Orchestra of the Municipality of Thessaloniki & Opera Chaotique (Thessaloniki Concert Hall 13.11.2018), Tuesday and 13 (a satire about superstitions)
- ▶ National Theater of Northern Greece / Royal Theater (10.12.2018), Waiting for Godot by Samuel Beckett (philosophical questions about the existence of the human being)
- ▶ National Theater of Northern Greece, Royal Theater (1.3.2019), Incendies by Wajdi Mouawad (about the civil war in Lebanon and its tragic consequences)
- ▶ National Theater of Northern Greece, Theater of the Society for Macedonian Studies (13.4.2019), Servant of Two Masters by Carlo Goldoni (about the anxious effort for survival)
- ▶ Music scene «Xefoto» (3.3.2019), Cabaret: The Show Must Go On



4. Game-based Learning / Teaching

- ▶ **Game-based learning is the adaptation of gaming elements and game mechanics to non-game contexts.**
- ▶ **Customizing the learning experience, instead of following one traditional path**
- ▶ **Changing the motivation from finishing a task to participating in the game**

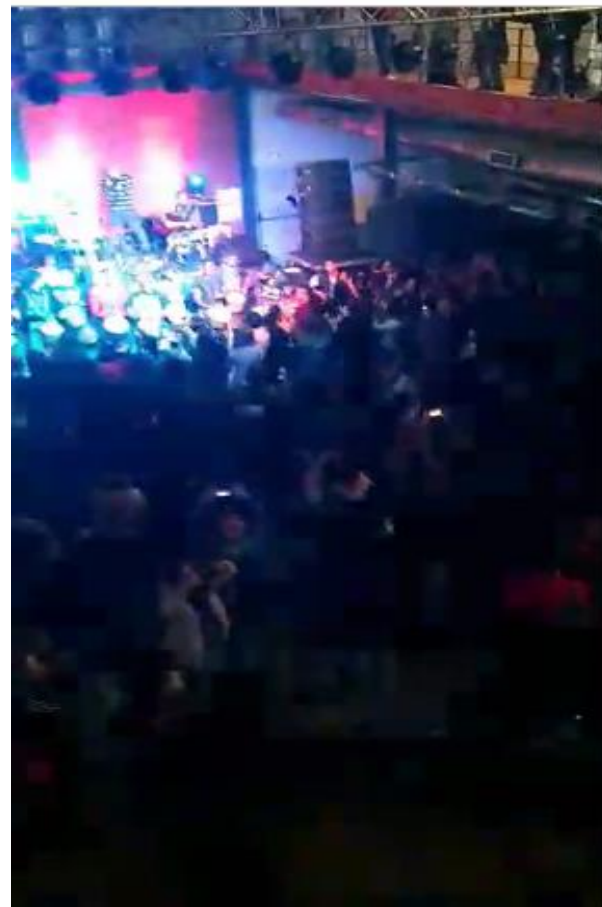
Playing in the classroom



5. Direct Language Learning / Teaching Method

- ▶ Using **combined practices of non-formal and informal education** in order to **strengthen horizontal social skills of the students**, such as communicative skills, creativity, cooperative skills and empathy.
- ▶ → Purpose of the following outdoor activity: cooperation between students with and without refugee background for writing an article on the purposes and activities organized by the NGO Solidarity Now (which supports refugees students at School of Modern Greek Language)

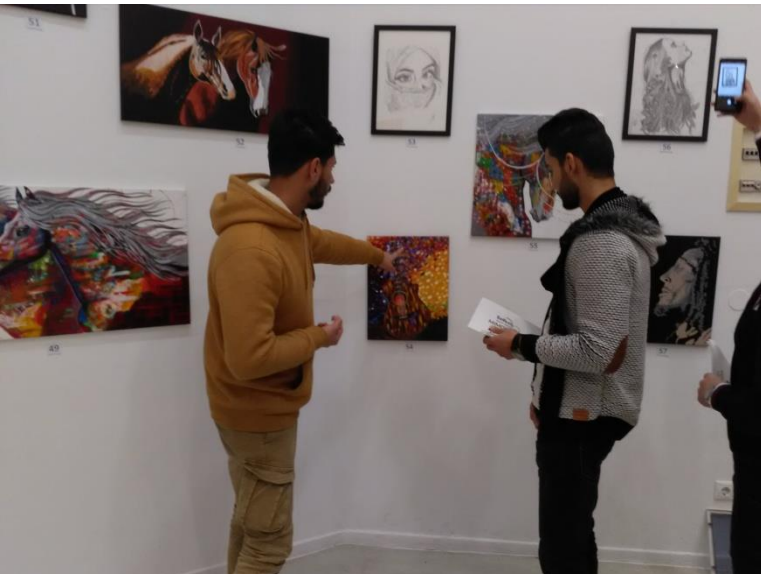
Music-dance event of the Municipality of Thessaloniki in collaboration with the NGO for supporting refugees Solidarity Now, *Musical Journey to the Mediterranean* (port of Thessaloniki, 22.3.2019)



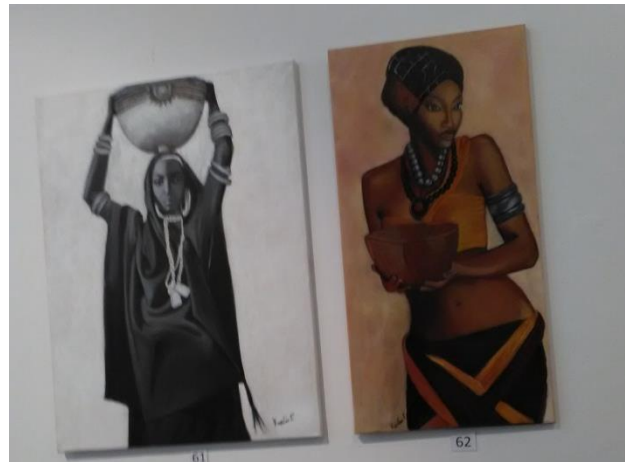
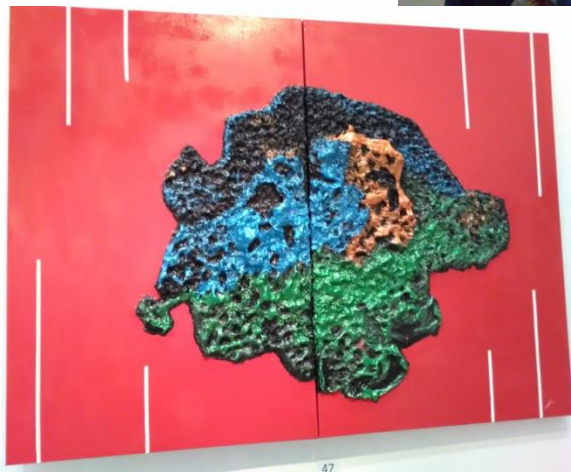
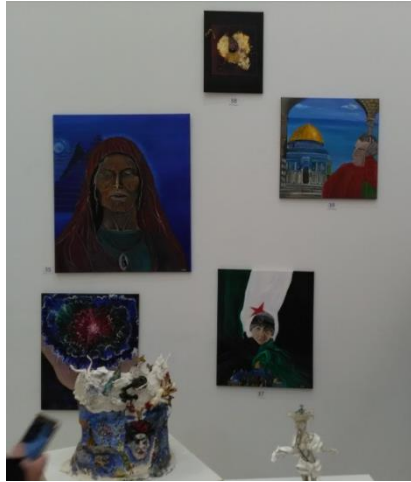
6. Interdisciplinary Learning / Teaching Method

- ▶ **Bringing together separate disciplines** around common themes, issues, or problems, focusing on the cultural contribution of refugees to local society.
- ▶ **Using special abilities of refugee students as a starting point for cross-curricular lessons** of Modern Greek language.

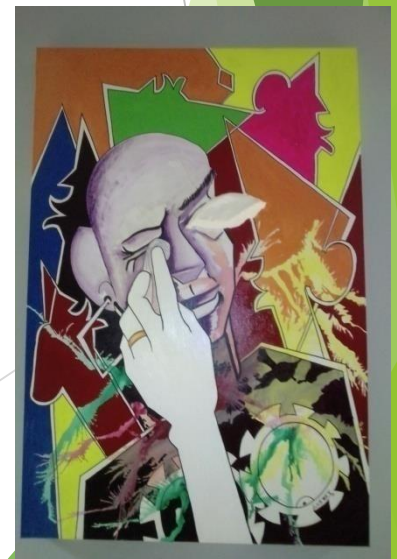
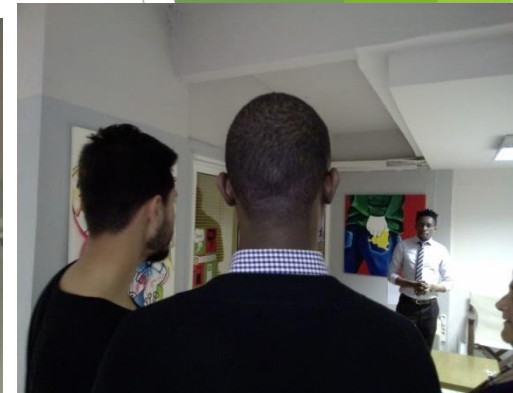
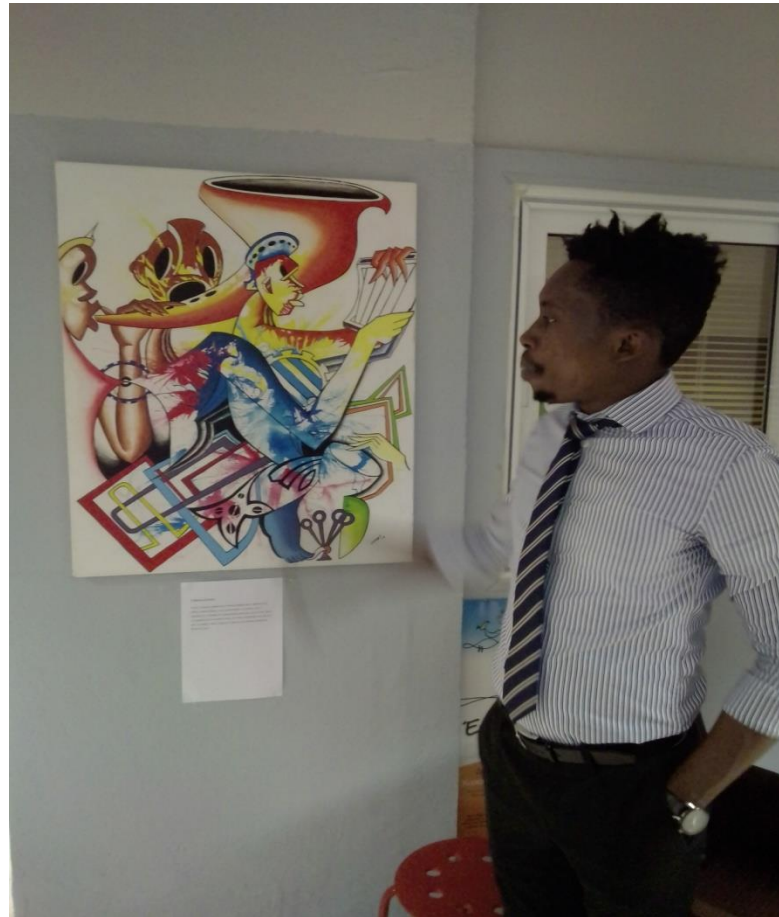
Painting exhibition of refugees, immigrants and Greek artists, French institute (5.2.2019), *Collectiv-Together*



Painting exhibition of refugees, immigrants and Greek artists, French Institute (6.2.2019), *Collectiv-Together*



Inauguration of the individual painting exhibition of the refugee student Richard Lusakumunu in the cafe of the Volunteer Association ALBATROS [which supports refugees in Thessaloniki (18.5.2019)]



Café ALBATROS (Inauguration of individual painting exhibition)



Πίνακας 6 Δράμα: 4.

Θέμα: Το Κογκό στις τσέπες μας.

Σε αυτόν τον πίνακα μιλάω για τη συνειδητοποίηση όλων των ανθρώπων σχετικά με αυτό που συμβαίνει στη Λαϊκή Δημοκρατία του Κογκό. Υπάρχουν περισσότεροι από 5 εκατομμύρια θάνατοι, αριθμός που ισοδυναμεί με ολόκληρο τον πληθυσμό άλλων χωρών του κόσμου, αλλά στο Κογκό αυτός ο πληθυσμός ανθρώπων έχει χαθεί χωρίς λόγο... Αλλά για αυτό το θέμα δεν μιλάει κανείς στον κόσμο, ούτε στα μέσα μαζικής ενημέρωσης, ούτε στα διεθνή κανάλια. Για τον λόγο αυτό, μέσω αυτού του πίνακα, ήθελα να κάνω κατανοητό ότι κάθε άνθρωπος που χρησιμοποιεί κινητό τηλέφωνο, φέρει μαζί του ένα κομμάτι της Λαϊκής Δημοκρατίας του Κογκό. Αυτός είναι ο λόγος για τον οποίο πάνω στον καμβά ζωγραφίζω έναν άνθρωπο που βάζει το χέρι του στην τσέπη του και βγάζει έναν χάρτη του Κογκό, ο οποίος αντιπροσωπεύει το τηλέφωνο. Τελικά υποστηρίζω πως, ζώντας με το τηλέφωνο, ζούμε και με το Κογκό. Εγώ από την πλευρά μου, από συμπόνια και ενουαίσθηση, λέω ΟΧΙ στην ατιμωρησία στο Κογκό. Αν μπορείτε, γίνετε και εσείς από την πλευρά σας όχημα αυτού του μηνύματος.

Inter-religious & intercultural outdoor activities. Reinforcing unity through differences



7. Student-centered Language Learning // Teaching Method

- ▶ Shifting the focus of instruction from the teacher to the student.
- ▶ Putting students' interests first.
- ▶ Acknowledging student voice as central to the learning experience.

8. Concept-based Language Learning / Teaching Method

- ▶ Concept-based instruction is driven by “big ideas” rather than subject-specific content.
- ▶ Concept-based learning brings “real world” meaning to content knowledge and skills.
- ▶ Examples of concepts in our classes: religion, peace, cooperation, love without conditions and without limits

Visiting places of worship in Thessaloniki

Coming in touch with different faces of the city

- ▶ Visiting the Jewish Museum



- ▶ Visiting the Metropolitan Church of Agios Dimitrios



- ▶ Visiting the Monastirioton Jewish Synagogue



- ▶ Visiting the Alaca Imaret



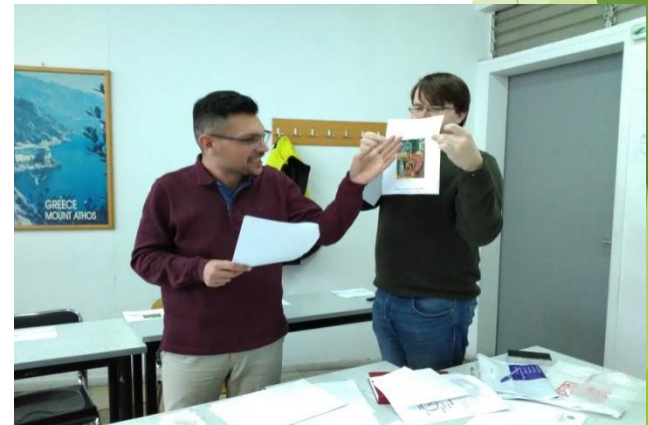
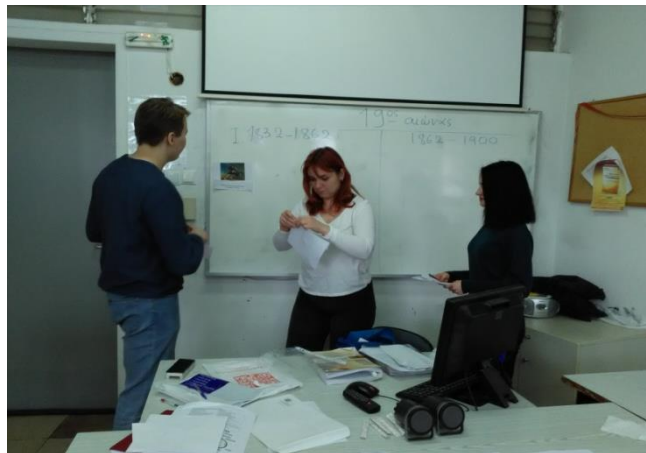
- ▶ Talking about culture, religion and traditions, and evaluating the inter-religious and intercultural visit



9. Cooperative Language Learning / Teaching Method

- ▶ Working face-to-face and learning to work as a team
- ▶ Sharing strengths and also developing student's weaker skills

Working together about language, art and culture



10. Project-based Language & Inquiry-based Learning /Teaching Method

- ▶ Acquiring a **deeper knowledge through active exploration of real-world challenges and problems.**
- ▶ Learning about a subject by **working for an extended period of time to investigate and respond to a complex question, challenge, or problem.**
- ▶ Our project-main questions:
 - ▶ 1. How is everyday life in a Greek provincial town with a mixed population (Christians and Muslims)?
 - ▶ 2. How is everyday life in villages with an absolute Muslim majority in a country where the Muslims belong to a minority group?
 - ▶ → questions about coexistence and conflicts



On the road from Thessaloniki to Xanthi and to Greek Muslim villages of Pomaks





11. Task-based Language Learning / Teaching Method

- ▶ Using of authentic language and asking students to do meaningful tasks using the target language, such as
 - ▶ visiting and buying in the open air market necessary ingredients for preparing food
 - ▶ conducting an interview
- ▶ Involving a primary focus on (pragmatic) meaning
- ▶ Choosing the linguistic resources needed to complete the task
- ▶ Having a clearly defined, non-linguistic outcome.
- ▶ Pre-task, Task, Review
- ▶ Information-gap, Reasoning-gap, and Opinion-gap activities

Shopping for cooking at the bazaar (open air market) of Xanthi



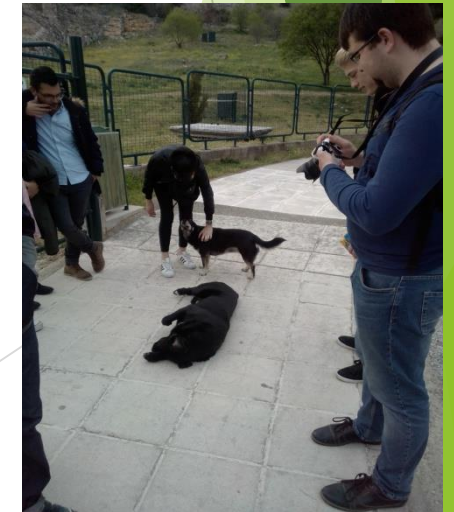
Cooking and eating together



12. Content and Language Integrated Learning

- ▶ Using a language (different as L1) as the medium of instruction
- ▶ → (In the following activities) involving contents as History, Geography, Ethno-Gastronomy Archeology, Science of Folklore, History of Music, Environment Study, through an additional language.
- ▶ → Language immersion

Visiting the archaeological site of Philippi (Language and Archeology)



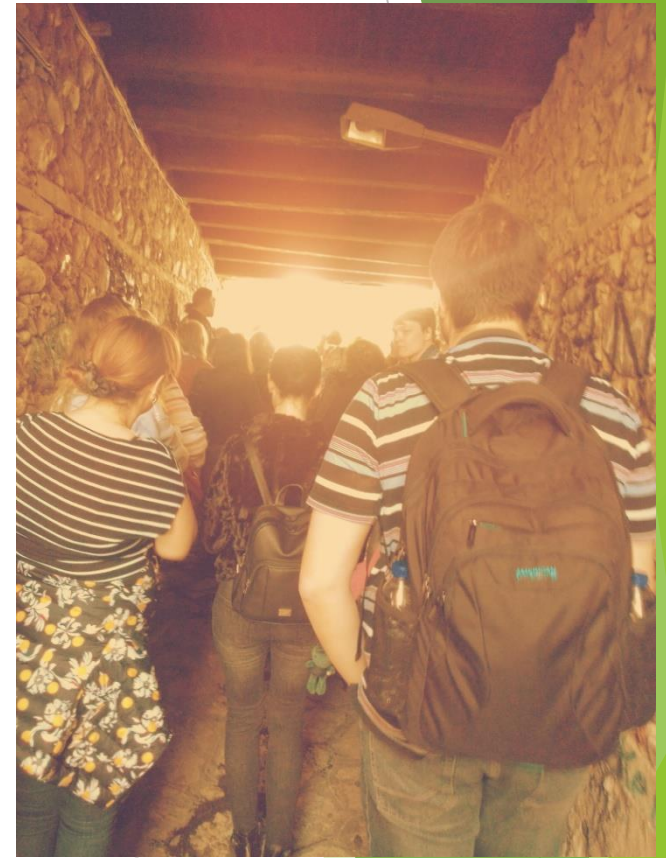
Visiting the city of Drama and discovering its history (Language, History and Geography)



Visiting and exploring Xanthi (Language, History and Ethno-Gastronomy)



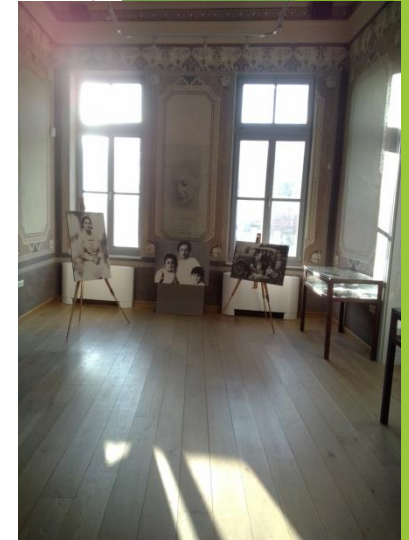
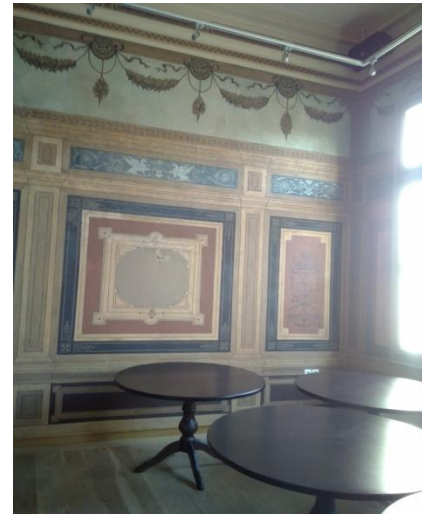
Vising the old town of Xanthi (Language and History)



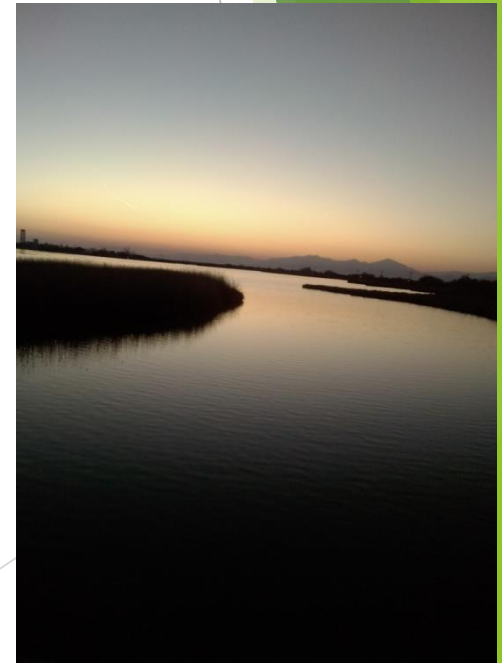
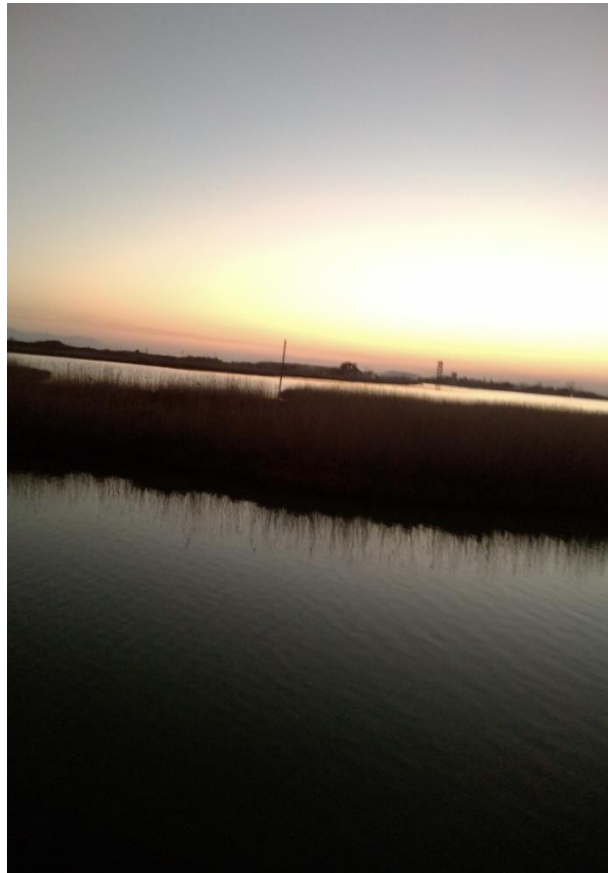
Visiting the Folklore and Historical Museum of Xanthi (Language, History and Science of Folklore)



Visiting Manos Hadjidakis' house (Language and History of Music)



Visiting the wetland of Lake Vistonida (Language and Environment Study)



13. Problem-based Learning / Teaching

- ▶ A student-centered pedagogy in which students **learn about a subject through the experience of solving an open-ended problem.**
- ▶ Not focusing only on problem solving with a defined solution, but **strengthening the development of other desirable skills and attributes** such as knowledge acquisition, enhanced group collaboration and communication.

Turning unexpected nocturnal adventures to a challenge for learning



14. Person-centered, non-directive Learning

- ▶ Education/Learning as a psychotherapeutic process (Carl Rogers)
- ▶ Dynamic, person-centered, non-directedness Learning
- ▶ Unconditional positive regard, and empathy

Having as a starting point wise stories
written by students – personal discussions
around the fireplace



Telling bedtime stories to enhance empathy and reflection



Morning wake up in the village of Avramyilia



Visiting the Greek Muslim villages of Xanthi (I)



Visiting the Greek Muslim villages of Xanthi (II)



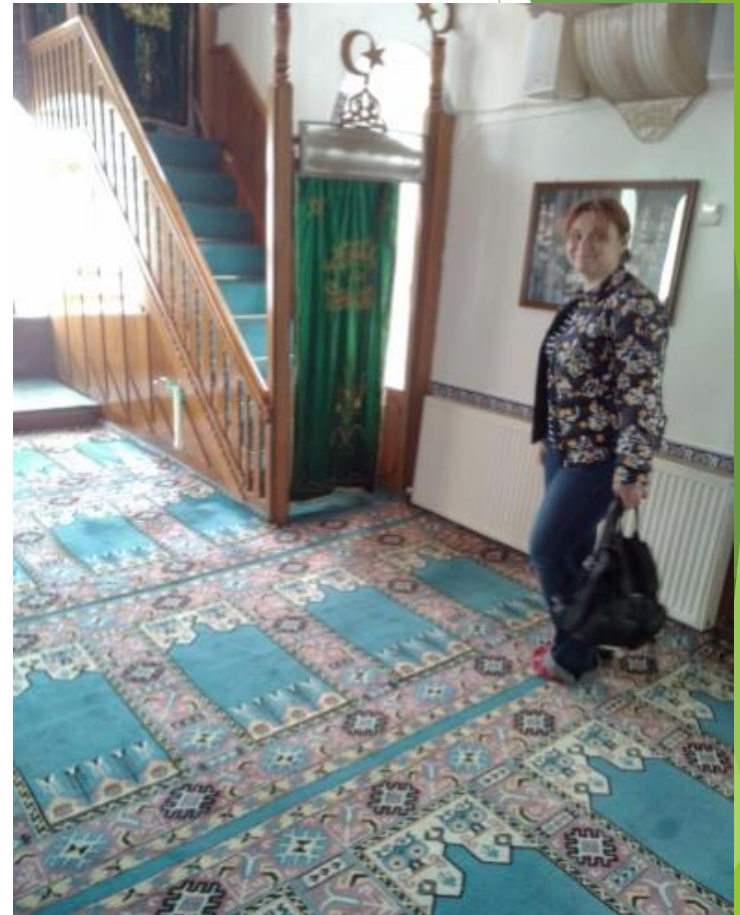
Guided tour by Muslim women



Collective Interview on Everyday Life in Greek Muslim Villages and on the Inter-Religious Relations between Christians and Muslims



Visiting a mosque and having explanation from refugee class students about the Muslim religion and their places of worship



Visiting the folk museum of Pomaks



Introducing the culinary traditions of 25 March (national and religious celebration in Greece) to the refugee Students (at home by teachers, they are involved in teaching in the minority Muslim schools in Xanthi)



Testimonies of refugee students at School of Modern Greek Language (I)

- ▶ Nasren, Syria (Teacher for French)
- ▶ *« I like to learn Greek. Before I did not understand the people around me and now I understand them! That changed my whole life and the way I now see everyone and everything. »*



Testimonies of refugee students at School of Modern Greek Language (II)

- ▶ Ibrahim, Syria (food engineer; He lost his parents during the war; was arrested, imprisoned and tortured as opponent to the political regime)
- ▶ *«In this class I found myself again. I think I've found friends for a lifetime and you, you're like my mom, because you always help me.»*
- ▶ *«Before I came to this class, I was thinking, like most refugees, to go to Germany or the Netherlands. I started to change my mind, when I started to feel good in our class and to have again goals in my life.»*



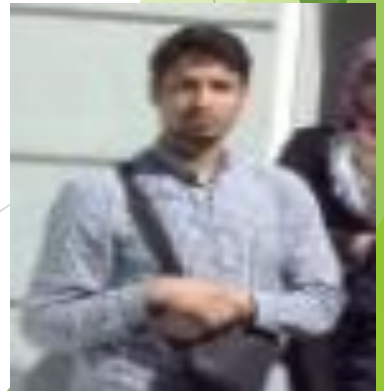
Testimonies of refugee students at School of Modern Greek Language (III)

- ▶ Mohamad, Syria (student at the American City College – department of Interpreting)
- ▶ *«To have the opportunity to study is for me like to have the opportunity to be alive.»*



Testimonies of refugee students at School of Modern Greek Language (IV)

- ▶ Belal, Palestine (student of Muslim religion in Palestine – he was forced to interrupt his studies shortly before the end)
- ▶ *«For me this travel (to the Greek Muslim villages of Xanthi) was a travel to my home town and to my people... For the first time in Greece, I was able to go to a mosque and to pray. That was a great joy for me. I felt like home. I definitely want to go back for longer time. »*



Testimonies of refugee students at School of Modern Greek Language (V)

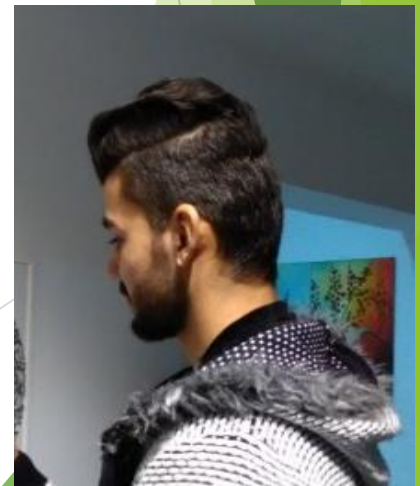
- ▶ Mohamad, Palestine (high school graduate)
- ▶ *«Now, I am able to come to the university ... When I arrived in Greece I could not even imagine it!»*



Testimonies of refugee students at School of Modern Greek Language (VI)

► Sam, Palestine (unskilled worker; He had to interrupt the school because of his work)

► *«It's a pity that I have to stop the school, but my whole family is alive thanks to my help, so I have to work. But I hope I will find a way to come back.»*



Testimonies of refugee students at School of Modern Greek Language (VII)

- ▶ Richard, Democratic Republic of the Congo (artist: painter, guitarist and singer; he wants to study at Aristotle University / Department of Cinematography)
- ▶ *«It is important for me to learn the (Greek) language so that I can help other refugees and to communicate with the Greeks not only with the language of the music, but also with their own language. It is great that I can learn for free.»*

