



HELLENIC REPUBLIC
Ministry of Education and Religious Affairs

REGIONAL DIRECTORATE FOR PRIMARY AND SECONDARY EDUCATION OF ATTICA



QuAMMELOT INTERNATIONAL CONFERENCE

Erasmus Plus Program – KA2 Strategic Partnership for Education

**FINAL EVENT of QuAMMELOT Project for Qualification Minor Migrant E-learning Teacher Training
INCLUSIVE EDUCATION**

**Educational and learning pathways to support European teachers for the inclusion of students in multicultural secondary school
classes**

Organized by

University of Florence, 18th September 2020

09:00 – 16:00, Palazzo Vecchio, Salone dei Cinquecento – Piazza della Signoria, Florence

QuaMMELOT



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EDUCAZIONE, INFORMAZIONE
E PSICOLOGIA



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MINISTRY OF EDUCATION, RESEARCH AND
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REGIONAL DIRECTORATE FOR PRIMARY AND
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Ministere dell'Istruzione, dell'Università e della Ricerca
Ufficio Pedagogico Regionale per la Toscana



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

QuaMMELOT INTERNATIONAL CONFERENCE

Qualitative findings of the QuaMMELOT Program experimental implementation: exploring and analysing teacher-trainees' answers

Dr Gerogios Kosyvas

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

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LETTERATURA E PSICOLOGIA



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Centre-Lines of my presentation

- **Brief introduction to the QuaMMELOT project and the experimental implementation of online training;**
- **Qualitative findings of the experimental implementation;**
- **Conclusions of the QuaMMELOT project.**



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



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Every child has the right to education

- Although migration itself is not a new phenomenon, in recent years Europe is being flooded by **growing numbers of refugee and unaccompanied children** leading to greater diversity within our schools.
- The access to education for refugee minors constitutes a **basic duty and obligation of every European state**.



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Why the QuaMMELOT project?

The Erasmus+ QuaMMELOT project aims to respond to the complexity of school organizations, **to implement action against discrimination** and to promote active citizenship in an increasingly diverse world.

- It focuses on **welcoming recently arrived refugee and unaccompanied minors in secondary European classes** and the smooth integration into the learning process through appropriate inclusive materials and tools and successful practices.
- The project also supports the **professional development of teachers**, prepares them for cultural diversity and facilitate migrant student learning.



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QUAMMELOT

The partnership of the Erasmus+ QuaMMELOT project

- The Erasmus+ QuaMMELOT project 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 Department of Education, Languages, Intercultures, Literatures and Psychology is the coordinator of the project.** For some years, the University of Florence has lead a comprehensive study of unaccompanied minors, **which was the main inspiration for starting the QuaMMELOT project.**



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The participants to the Erasmus+ QuaMMELOT project

- The Regional Directorate for Primary and Secondary Education of Attica participates, is a partner, in the European Erasmus+ project entitled:
“Qualification for Minor Migrants Education and Learning Open access – Online Teacher-training” (QuaMMELOT).
- The project 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 QuaMMELOT Erasmus + project is funded by EU and has been implemented from May 2018 to August 2020.



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QuaMMELOT International Conference in Florence

- The project 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 project consists of **6 stages:** Output 1, Output 2, Output 3, Output 4, Output 5 and Output 6.
- This International Conference **is the final event focusing on all Outputs**, aiming at the dissemination of the project in Europe and especially Secondary Schools in DK, GR, IT, ES. All four partners participate in the conference.



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Distance Training course: a part of the QuAMMELOT project

- It was a distance training course of 240 hours, which was implemented through asynchronous activities (**Moodle Digital Platform**). The course was addressed to in-service teachers of Secondary Education and focused 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 February 2020** (initially until the 31st of December 2019).
- Online courses were **extended until the 28th of February 2020**.



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The Hellenic Pedagogical Team of the QuaMMELOT project

- 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 :**
 - Greek language teachers, foreign languages, Mathematics, Computer Science and Physical Education teaching in Secondary Schools with refugee/migrant students.
 - Coordinators for Refugee Education,
 - Educational Coordinators,
 - Secondary School Directors,
 - The Regional Director for Primary and Secondary Education of Attica as Coordinator.
- Motivation and encouragement of the Hellenic Pedagogical Team by the Regional Director of 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 of the QuaMMELOT programme in Greece.



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Finding Greek teacher-trainees

- The main role of the Hellenic Pedagogical Team is the **production of educational/training 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 34 Greek teacher- trainees** participating in the online training course.
- 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.



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Hellenic Pedagogical Team: commenting, feedback and assessment

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.



Διδάσκων: [Raffaella Biagioli](#)
Διδάσκων: [Daniele D'Arrigo](#)
Διδάσκων: [Annick Farina](#)
Διδάσκων: [Andreas Robert Formiconi](#)
Διδάσκων: [Sarah Louise Japhetson Mortensen](#)
Διδάσκων: [Georgios Kosyvas](#)
Διδάσκων: [Charalampos Lontos](#)
Διδάσκων: [Olga Moreno Fernández](#)
Διδάσκων: [Alessandra Papa](#)
Διδάσκων: [Laura Passarelli](#)
Διδάσκων: [Carmen Petruzzi](#)
Διδάσκων: [Maria Grazia Proli](#)
Διδάσκων: [Markantonakis Stelios](#)



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

- **Informal meetings** were often held by members of the Hellenic Pedagogical Team.
- On **Friday the 3rd of May 2019**, a **working meeting** of the Pedagogical Team of the QuaMMELOT project took place at the 1st Experimental Junior High School of Athens from 3 p.m. to 7 p.m.
- On **May the 10th of 2019**, a **meeting** of the Pedagogical Team of the QuaMMELOT project with some of the trainees took place at the 2nd Experimental High School of Athens (Ampelokipoi area)
- There was also regular communication **by email or by phone** between the Hellenic Pedagogical Team members and teacher-trainees.



Meeting of Hellenic Pedagogical Team

Place: 1st Experimental Junior High School of Athens (Plaka area)



On Friday the 3rd of May 2019, a working meeting of the Pedagogical Team of the QuaMMELOT project took place at the 1st Experimental Junior High School of Athens from 3 p.m. to 7 p.m.



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Meeting of Hellenic Pedagogical Team

Place: 2nd Experimental High School o Athens (Ampelokipoi area)



**On May the 10th of
2019, a meeting of the
Pedagogical Team with
some of the trainees at
the 2nd Experimental
High School o Athens
(Ampelokipoi area).**



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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 **open Informational meetings /workshops for candidate teacher- trainees :**

- On Wednesday the **16th of October 2019** at the 2nd Experimental High School of Athens from noon to 4 p. m.
- On Thursday the **16th of January 2020** at the 2nd Experimental High School of Athens from 11:45 to 4 p. m.



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1st Informational meeting and workshops for teacher-trainees (October 16, 2019 at the 2nd Experimental High School of Athens from 12:00 to 16:00)



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**QuAMMELOT (Qualification for Minor Migrants Education and Learning
Open access - On line Teacher-training)**

Εθελοντικά εργαστήρια διάχυσης

Τετάρτη 16 Οκτωβρίου - 2^o Πειραιματικό Γενικό Λύκειο Αθήνας

ΠΡΟΓΡΑΜΜΑ	
12:00-12:15	Προσέλευση - Εγγραφές
Α' ΜΕΡΟΣ: ΠΑΡΟΥΣΙΑΣΗ ΤΟΥ ΠΡΟΓΡΑΜΜΑΤΟΣ «Qua MMELOT»	
12:15-12:30	<p>Τα ευρωπαϊκά προγράμματα ως ευκαιρία έξωστρέφειας των εκπαιδευτικών οργανισμών και των σχολικών μονάδων Γεώργιος Κόσυβας, Διευθυντής Πειριφερακής Διεύθυνσης Α/Θμιας και Β/Θμιας Εκπ/σης Αττικής, Υπεύθυνος Συντονιστής του Προγράμματος</p>
12:30-13:00	<p>Οι 10 Ενότητες του Προγράμματος QuAMMELOT: από τη διεωρητική προσέγγιση της συμπεριλήψης προσφύγων και μεταναστών στην πρακτική εφαρμογή διδακτικών πρακτικών Χαράλαμπος Λόντος, Μαθηματικός (κλ. ΠΕ03), Υπεύθυνος Παιδαγωγικής Ομάδας του Προγράμματος</p>
Β' ΜΕΡΟΣ: Θεματικά εργαστήρια	
13:00-14:30	<p><u>Αίδουσα 1:</u> Διδασκαλία γλωσσικών μαθημάτων και μαθηματικών: διδακτικές προτάσεις συνδιδασκαλίας και διεπιστημονικής προσέγγισης Παναγιώτα Αμανατίδη, μέλος της Παιδαγωγικής Ομάδας, Φιλόλογος (κλ. ΠΕ 02) Μάγδα Κοκκαλιάρη, μέλος της Παιδαγωγικής Ομάδας, Συντονίστρια Εκπαιδευτικού Έργου Μαθηματικών (3^o Π.Ε.Κ.Ε.Σ. Αττικής) Χαράλαμπος Λόντος, Μαθηματικός (κλ. ΠΕ03), Υπεύθυνος Παιδαγωγικής Ομάδας του Προγράμματος Μαρία Τζαρδή, μέλος της Παιδαγωγικής Ομάδας, Φιλόλογος (κλ. ΠΕ 02)</p> <p><u>Αίδουσα 2:</u> Συμπεριληπτικές πρακτικές για την υποδοχή και τη διδασκαλία σε τάξεις με πρόσφυγες /και μετανάστες Κατερίνα Αραμπατζή, μέλος της Παιδαγωγικής Ομάδας, Συντονίστρια Εκπαιδευτικού Έργου Φιλολόγων (1^o Π.Ε.Κ.Ε.Σ. Αττικής) Κατερίνα Μπαζίγου, μέλος της Παιδαγωγικής Ομάδας, Συντονίστρια Εκπαιδευτικού Έργου για την Αειφορία (1^o Π.Ε.Κ.Ε.Σ. Αττικής), Φιλόλογος (κλ. ΠΕ 02) Αφροδίτη Πρεβερέτου, μέλος της Παιδαγωγικής Ομάδας, Αγγλικής (κλ. ΠΕ 06) Ασημίνα Ροκκά, μέλος της Παιδαγωγικής Ομάδας, Μαθηματικός (κλ. ΠΕ 03)</p>
14:30-16:00	<p><u>Αίδουσα 1:</u> Διδασκαλία γλωσσικών μαθημάτων και μαθηματικών: διδακτικές προτάσεις συνδιδασκαλίας και διεπιστημονικής προσέγγισης Κατερίνα Αραμπατζή, μέλος της Παιδαγωγικής Ομάδας, Συντονίστρια Εκπαιδευτικού Έργου Φιλολόγων (1^o Π.Ε.Κ.Ε.Σ. Αττικής) Λέλα Λυμπεροπούλου, μέλος της Παιδαγωγικής Ομάδας, Συντονίστρια Εκπαιδευτικού Έργου Μαθηματικών (4^o Π.Ε.Κ.Ε.Σ. Αττικής) Κατερίνα Μιχαλοπούλου, μέλος της Παιδαγωγικής Ομάδας, Φιλόλογος (κλ. ΠΕ 02) Αθανάσιος Στράντζαλος, μέλος της Παιδαγωγικής Ομάδας, Μαθηματικός (κλ. ΠΕ 03)</p> <p><u>Αίδουσα 2:</u> Συμπεριληπτικές πρακτικές για την υποδοχή και τη διδασκαλία σε τάξεις με πρόσφυγες /και μετανάστες Παναγιώτα Αμανατίδου, μέλος της Παιδαγωγικής Ομάδας, Φιλόλογος (κλ. ΠΕ 02) Στέλιος Μαρκαντωνάκης, μέλος της Παιδαγωγικής Ομάδας, Συντονιστής Εκπαιδευτικού Έργου Γαλλικής (1^o Π.Ε.Κ.Ε.Σ. Αττικής) Μάγδα Μαυρουδή, μέλος της Παιδαγωγικής Ομάδας, Φιλόλογος (κλ. ΠΕ 02) Αφροδίτη Πρεβερέτου, μέλος της Παιδαγωγικής Ομάδας, Αγγλικής (κλ. ΠΕ 06) Ασημίνα Ροκκά, μέλος της Παιδαγωγικής Ομάδας, Μαθηματικός (κλ. ΠΕ 03)</p>

1st Informational meeting and workshops for teacher-trainees (October 16, 2019 at the 2nd Experimental High School of Athens)



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2nd Informational meeting and workshops for teacher- trainees (January 16, 2020 at the 2nd Experimental High School of Athens from 11:45 to 16:00)



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Open access - On line Teacher-training)**

Ενημερωτικά Θεματικά Εργαστήρια

Πέμπτη 16 Ιανουαρίου - 2^ο Πειραιατικό Γενικό Λύκειο Αθήνας

ΠΡΟΓΡΑΜΜΑ

11:45-12:00	Προσέλευση - Εγγραφές
Α' ΜΕΡΟΣ: ΠΑΡΟΥΣΙΑΣΗ ΤΟΥ ΠΡΟΓΡΑΜΜΑΤΟΣ «Qua MMELOT»	
12:00-12:30	<p><i>Η ενταξιακή εκπαίδευση μαθητών προσφύγων και μεταναστών και το Ευρωπαϊκό Πρόγραμμα Erasmus+ QuaMMELOT</i></p> <p>Γεώργιος Κόσυβας, Διευθυντής Περιφερειακής Διεύθυνσης Α/Θμιας και Β/Θμιας Εκπ/σης Αττικής, Υπεύθυνος Συντονιστής του Προγράμματος, μέλος Παιδαγωγικής Ομάδας του Προγράμματος</p>
12:30-13:00	<p><i>Oι 10 Ενότητες του Προγράμματος QuaMMELOT: από τη θεωρητική προσέγγιση της συμπεριληφτικής προσφύγων και μεταναστών στην πρακτική εφαρμογή διδακτικών πρακτικών</i></p> <p>Χαράλαμπος Λόντος, Μαθηματικός (κλ. ΠΕ03), μέλος Παιδαγωγικής Ομάδας του Προγράμματος</p>
13:00-14:30	<p>Β' ΜΕΡΟΣ: Ενημερωτικά Θεματικά Εργαστήρια</p> <p><u>Αίδουσα 1:</u> Διδασκαλία γλωσσικών μαθημάτων και μαθηματικών: διδακτικές προτάσεις συνδιασκαλίας και διεπιστημονικής προσέγγισης</p> <p>Παναγώτα Αμανατίδης, μέλος της Παιδαγωγικής Ομάδας, Φιλόλογος (κλ. ΠΕ 02)</p> <p>Μάγδα Κοκκαλιάρη, μέλος της Παιδαγωγικής Ομάδας, Συντονίστρια Εκπαιδευτικού Έργου Μαθηματικών (3^ο Π.Ε.Κ.Ε.Σ. Αττικής)</p> <p>Χαράλαμπος Λόντος, Μαθηματικός (κλ. ΠΕ03), μέλος Παιδαγωγικής Ομάδας του Προγράμματος</p> <p>Μαρία Τζαρδή, μέλος της Παιδαγωγικής Ομάδας, Φιλόλογος (κλ. ΠΕ 02)</p> <p>Γεώργιος Κόσυβας, Διευθυντής Περιφερειακής Διεύθυνσης Α/Θμιας και Β/Θμιας Εκπ/σης Αττικής, Υπεύθυνος Συντονιστής του Προγράμματος, μέλος Παιδαγωγικής Ομάδας του Προγράμματος</p> <p><u>Αίδουσα 2:</u> Συμπεριληπτικές πρακτικές για την υποδοχή και τη διδασκαλία σε τάξεις με πρόσφυγες ή/και μετανάστες</p> <p>Κατερίνα Αραμπατζή, μέλος της Παιδαγωγικής Ομάδας, Συντονίστρια Εκπαιδευτικού Έργου Φιλολόγων (1^ο Π.Ε.Κ.Ε.Σ. Αττικής)</p> <p>Κατερίνα Μπαζίγου, μέλος της Παιδαγωγικής Ομάδας, Συντονίστρια Εκπαιδευτικού Έργου για την Αειφορία (1^ο Π.Ε.Κ.Ε.Σ. Αττικής), Φιλόλογος (κλ. ΠΕ 02)</p> <p>Αφροδίτη Πρεβερέτου, μέλος της Παιδαγωγικής Ομάδας, Αγγλικής (κλ. ΠΕ 06)</p> <p>Ασημίνα Ροκκά, μέλος της Παιδαγωγικής Ομάδας, Μαθηματικός (κλ. ΠΕ 03)</p>
14:30-16:00	<p><u>Αίδουσα 1:</u> Διδασκαλία γλωσσικών μαθημάτων και μαθηματικών: διδακτικές προτάσεις συνδιασκαλίας και διεπιστημονικής προσέγγισης</p> <p>Κατερίνα Αραμπατζή, μέλος της Παιδαγωγικής Ομάδας, Συντονίστρια Εκπαιδευτικού Έργου Φιλολόγων (1^ο Π.Ε.Κ.Ε.Σ. Αττικής)</p> <p>Λέλα Λυμπεροπούλου, μέλος της Παιδαγωγικής Ομάδας, Συντονίστρια Εκπαιδευτικού Έργου Μαθηματικών (4^ο Π.Ε.Κ.Ε.Σ. Αττικής)</p> <p>Κατερίνα Μιχαλοπούλου, μέλος της Παιδαγωγικής Ομάδας, Φιλόλογος (κλ. ΠΕ 02)</p> <p>Αθανάσιος Στράντζαλος, μέλος της Παιδαγωγικής Ομάδας, Μαθηματικός (κλ. ΠΕ 03)</p> <p><u>Αίδουσα 2:</u> Συμπεριληπτικές πρακτικές για την υποδοχή και τη διδασκαλία σε τάξεις με πρόσφυγες ή/και μετανάστες</p> <p>Παναγώτα Αμανατίδης, μέλος της Παιδαγωγικής Ομάδας, Φιλόλογος (κλ. ΠΕ 02)</p> <p>Στέλιος Μαρκαντωνάκης, μέλος της Παιδαγωγικής Ομάδας, Συντονιστής Εκπαιδευτικού Έργου Γαλλικής (1^ο Π.Ε.Κ.Ε.Σ. Αττικής)</p> <p>Μάγδα Μαυρουδή, μέλος της Παιδαγωγικής Ομάδας, Μαθηματικός (κλ. ΠΕ 03)</p> <p>Αφροδίτη Πρεβερέτου, μέλος της Παιδαγωγικής Ομάδας, Αγγλικής (κλ. ΠΕ 06)</p> <p>Ασημίνα Ροκκά, μέλος της Παιδαγωγικής Ομάδας, Μαθηματικός (κλ. ΠΕ 03)</p> <p>Γεώργιος Κόσυβας, Διευθυντής Περιφερειακής Διεύθυνσης Α/Θμιας και Β/Θμιας Εκπ/σης Αττικής, Υπεύθυνος Συντονιστής του Προγράμματος, μέλος Παιδαγωγικής Ομάδας του Προγράμματος</p>



2nd Informational meeting and workshops for teacher-trainees (January 16, 2020 at the 2nd Experimental High School of Athens)

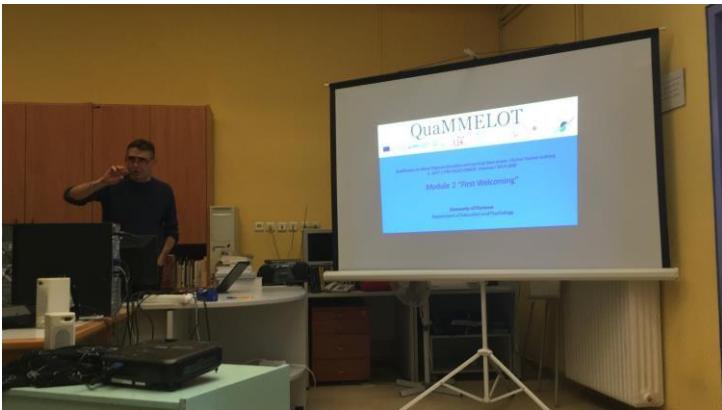


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2nd Informational meeting and workshops for teacher-trainees (January 16, 2020 at the 2nd Experimental High School of Athens)



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A dissemination activity of the Quammelot project



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ
ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ

ΠΕΡΙΦΕΡΕΙΑΚΗ Δ/ΝΣΗ Π/ΘΜΙΑΣ &
Δ/ΘΜΙΑΣ, ΕΚΠ/ΣΗΣ ΑΤΤΙΚΗΣ

Δ/ΝΣΗ Δ/ΘΜΙΑΣ ΕΚΠ/ΣΗΣ ΑΝ. ΑΤΤΙΚΗΣ
ΤΜΗΜΑ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΘΕΜΑΤΩΝ

ΠΡΟΣΚΛΗΣΗ

Η Διεύθυνση Δευτεροβάθμιας Εκπαίδευσης Ανατ. Αττικής,
σας προσκαλεί στην ενημερωτική ημερίδα με θέματα:

11:00 - 11:10	Προσέλευση - Χαιρετισμοί
	Στέφανος Καπέλλας, Διευθυντής ΔΔΕ Ανατολικής Αττικής <i>«Inventing Tomorrow-Έφευρέτες του Αύριο»</i>
11:10 - 12:15	Πρεβολή βραβευμένου Οικολογικού Ντοκιμαντέρ σε συνεργασία με την Πρεσβεία των Η.Π.Α. στην Αθήνα, το Exile Room και το Athens Science Festival Καραγιάννη Ευαγγελία, Συντονίστρια Εκπαίδευσης 5 ^{ου} ΠΕΚΕΣ Αττικής. Ερωτήσεις - Συζήτηση
12:15 - 13:00	Η Ενταξιακή Εκπαίδευση Μαθητών Προσφυγών και Μεταναστών Ευρωπαϊκό Πρόγραμμα «QuAMMELOT» Κόσμιας Γεώργιος, Περιφερειακός Διευθυντής Εκπαίδευσης Αττικής Ερωτήσεις - Συζήτηση
13:00 - 14:00	Η Παρούσα Κατάσταση Εκπαίδευσης Μαθητών Προσφυγών Α/Θμιας & Β/Θμιας στην Ανατολική Αττική Χαρίτος Βασιλείου, Συντονιστής Εκπαίδευσης 5 ^{ου} ΠΕΚΕΣ Αττικής Ερωτήσεις - Συζήτηση

την Τρίτη 28 Ιανουαρίου 2020, 11:00 - 14:00
στο Θέατρο του Μουσικού Γυμνασίου-Λυκείου Παλλήνης
(17χιλ. Λεωφ Μαραθώνος, Θέση Μάριζα, Παλλήνη)

Η ημερίδα απευθύνεται στους Διευθυντές, Υποδιευθυντές στους Εκπαιδευτικούς, στους
Συντονιστές Εκπαίδευσης Προσφυγών, στους Συλλόγους Γονέων & Κηδεμόνων των
σχολικών μονάδων της Ανατολικής Αττικής καθώς και τα στελέχη του ΥΠΠΑΙΘ και της
τοπικής αυτοδιοίκησης που ασχολούνται με την εκπαίδευση.



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The contribution of informational meetings and workshops for teacher-trainees

- The above activities concerned the **dissemination of the QuaMMELOT project**, the training material, good practices in Refugee 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.



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The QuaMMELOT online learning platform consist of 10 modules (eight topics)

- During **Output 3**, the consortium of the four countries produced training material and tools and **developed 10 modules focusing on eight topics**. All modules are divided into an introduction and module description, activities, and evaluation.
- Each partner presented at least 1 thematic unit. All the learning material of the modules was uploaded on the online QuaMMELOT digital platform. **The platform is available in Danish, English, Greek, Italian and Spanish.**
- 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 10 modules of the QuaMMELOT project

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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The 10 modules of the QuaMMELOT project

- Γενικά
- Module 1: Legislation
- Module 2: First Welcoming
- Module 3: Communication and interpersonal relations
- Module 4: Learning language
- Module 5: Active Citizenship
- Module 6: Mathematics
- Module 7: Computer technology
- Module 8: Practical, Artistic and Expressive Workshop
- Module 9: Communication and interpersonal relations (deepening)
- Module 10: Active Citizenship - First Welcoming (deepening)

Quammelot

[Αρχική](#) / [Τα μαθήματά μου](#) / [PROGETTO QUAMMELOT](#) / [Quammelot](#)

- [Welcome to QuaMMELOT project](#)
- [Announcements](#)
- [Forum](#)

Module 1: Legislation

- [Description](#)
- [Module 1: Forum](#)
- [Phase 1: Essential Legislation](#)
- [Phase 2: Questionnaire](#)
- [Phase 3: Autobiography](#)
- [Module 1: Legislation assessment](#)

Module 2: First Welcoming

- [Description of the Module 2](#)
- [Module 2: Forum](#)

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

- **21 teacher-trainees** from the Region of Attica were selected and participated in the training course after the 1st Informational meeting. They all completed their tasks and were evaluated.
- **13 new teacher-trainees** from the Region of Attica were selected to participate in the training course after the 2nd Informational meeting.
- Following the extension of the online courses training course, the completion of all questionnaires was realized **before the 28th of February 2020**.



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Output 4 of the QuaMMELOT project: experimental implementation

- Teacher-trainees **were asked to fill out 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.



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Some photos from the multiplier event in Athens



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Update of the preliminary results

- The first **dissemination of the quantitative and qualitative results of the QuaMMELOT project**, took place in Athens with the organization of the multiplier event. **About 300 participants attended the multiplier event.**
- **These results were preliminary** as only a sample of 40 teacher-trainees who had completed the questionnaire was used. After the extension of the training course the final sample is 84.
- In this attempt, I am going to present the updated results.



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Number of teachers benefiting from the program and sample of those trained and completed the questionnaires

Student data on classroom activities by trained teachers of partner countries:

- Migrant students 518
- All students 1312
- We've exceeded the target of 300 migrant students involved.

Trained teachers questionnaires:

- 84 questionnaires were completed from the teacher-trainees.
Using this sample the updated results are presented.



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Qualitative findings of the experimental implementation



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Results presentation and analysis: qualitative findings of the questionnaire

In this attempt, we present and analyze the **qualitative results of monitoring online courses** of the QuaMMELOT project through a questionnaire undertaken by the Greek national team.

- The questionnaire is a tool for collecting quantitative and qualitative data from the four countries- partners.
- This results presentation and analysis **covers only the qualitative findings** including the content analysis of the trainees' answers to **open questions**, concerning educational issues faced by teachers educating refugee and migrant children.



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Qualitative findings of the experimental implementation of the training course

- This results presentation and analysis covers the **qualitative part**.
- Text data is in digital form and is obtained from responses to open-ended questions. In the questionnaire **6 open questions** are included. **Indicative answers, which were given by the trained teachers, are shown.**
- **Short comments** are provided on the answers 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.**



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1a. What skills do you think native students have acquired through the modules they have completed? (69 teacher-trainees' responses)-1

- *Native students realized that they could gain knowledge and new experiences from the presence of migrants/refugees.*
- *Native students developed better relationships with their migrant classmates and acquired the ability to find ways to communicate with them, 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, flexibility skills, teamwork, cooperation, ...*
- *I don't have any native students in my classes.*



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1b. What skills do you think native students have acquired through the modules they have completed? (comment) (69 teacher-trainees' responses)-2

According to teacher-trainees who participated in the distance learning Quammelot project, 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 learnt from other cultures enriching themselves and living with diversity, tolerance. They developed intercultural and empathy skills and contributed to the smooth and unhindered access of refugee pupils to school classes.



2a. What skills do you think migrant students have acquired through the modules they have completed? (71 responses)-1

- *Migrant students acquired knowledge about the culture of their host country and they understood how to balance into their new cultural environment.*
- *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 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, problem solving, teamwork skills, communication and self-confidence skills, democratic values, ...*



2b. What skills do you think migrant students have acquired through the modules they have completed? (comment) (71 responses)-2

According to teacher-trainees, migrant students of the different classes in which the chosen modules were applied, developed skills for inclusion in the culture of the host country, 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.**



3a. What skills do you think students have acquired through the modules they have completed? (70 responses)-1

- *I think the course has been very useful to design and experience activities that. Have been productive not only for the migrant students, but for the natives as well.*
- ***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, respect, self-confidence, democracy, equality, ...***



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3b. What skills do you think students have acquired through the modules they have completed? (*comment*) (70 responses)-2

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 in host language and solving linguistic and mathematical exercises.



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4a. Which modules promoted the improvements? (69 responses)-1

- *All of them were helpful and contributed to the result. All the modules were interesting.*
- *Communication and interpersonal relations in order to live harmoniously in the classroom.*
- *I appreciated the prism of emotions 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.*



4b. Which modules promoted the improvements? (*comment*) (69 responses)-2

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.



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5a. Which of the didactic and pedagogical techniques, methods and practices that you have learnt do you plan to adopt directly in your classroom? (84 responses)-1

- *Almost all of them.*
- *Pedagogy of Inclusion, Pedagogy of Welcoming, Team Working, Peer education, Debate, Problem solving, Sketch, Prism of emotions, Bottles.*
- *Telling personal stories and expressing feelings, argumentation in the class, debate.*
- *Promoting active citizenship, easy-to-read method, School autobiography.*
- *[...] collaborative learning, CLIL and artistic production, discussion.*
- *Debate (Modules 5, 10), Prism of emotions (Module 10), Communication and Interpersonal Relationships (Modules 3, 9).*



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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? (84 responses)-2

- *Cooperative learning in small mixed groups, tutoring, brainstorming, ICT, simulations and role-playing, Education through Art.*
- *First Welcoming Activities, Text Simplification Practices, Expressive or Artistic laboratories in order to improve inclusion.*
- *In mathematics and language, they also experienced improved differentiated teaching.*
- *Meaningful learning, where information is worked transversally, with an active, participatory methodology, and where continuous evaluation and group work is essential.*
- *I will try to practice the debate technique to improve its effectiveness.*



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5c. Which of the didactic and pedagogical techniques, methods and practices that you have learnt do you plan to adopt directly in your classroom? (84 responses)-3

- *The debate is a methodology that allows the acquisition of transversal and curricula skills and favours cooperative learning and peer education. It works in an ambitious environment, enhancing the self-esteem. The debate has boosted the capacity for listening and concentration in intercultural education.*
- *I'd like to adopt all the strategies I've learned.*
- *[...] All these are very useful.*
- *The training was very helpful and thank you for that. All modules were useful and their impact was evident to the children.*



5d. Which of the didactic and pedagogical techniques, methods and practices that you have learnt do you plan to adopt directly in your classroom? (84 responses)-4 (comment)

According to their responses, teacher-trainees will continue της 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 technique, 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 for their former school, the ‘bottles of memories’ activity, the prism of emotions.** They also plan to adopt more of the relevant techniques, in order to enable students to 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: (84 responses)-1

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

- *[...] it was a training course in European legislation and school methods. [...] The bibliography was very useful.*
- *[...] It offers concrete materials and practical suggestions for activities with migrant students.*
- *I find the quality of the proposed activities very high.*
- *I think it is a beautiful and formative experience.*
- *It was a pleasant training course. [...] 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.*
- *[...] I already use some methods in various subjects and that means they are quite scalable.*



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: (84 responses)-2

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

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 training course **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:(841 responses)-1

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.*



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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:(841 responses)-2

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

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 contributed to creating the appropriate atmosphere of mutual trust and understanding.



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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: (84 responses)-1

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

- *The seminar gave me the opportunity to become aware of issues that I had not been previously assigned. It made me more aware and more sensitive as a teacher.*
- *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.*



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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: (84 responses)-2

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

- *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.*
- *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.*
- *This course has changed me, not only in the professional field, but also in the personal one. I now look at migrants with different eyes and as a teacher I am aware of how much we can do to contribute to their well-being.*



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: (84 responses)-3

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 to 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.**



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: (84 responses)-1

Criticism and suggestions

- *It is a complex course, so I unfortunately didn't find it very useful.*
- *Unfortunately, I was unable to complete my training path. I found it very difficult to adapt school times to the activities set up by the modules.*
- *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.*



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: (84 responses)-2

Criticism and suggestions

- *I would like more about language teaching methods for students with different level of knowledge of the host country language.*
- *I didn't manage to complete all the modules of the project. The three modules that I studied were useful.*
- *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: (84 responses)-1

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!



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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: (84 responses)-2

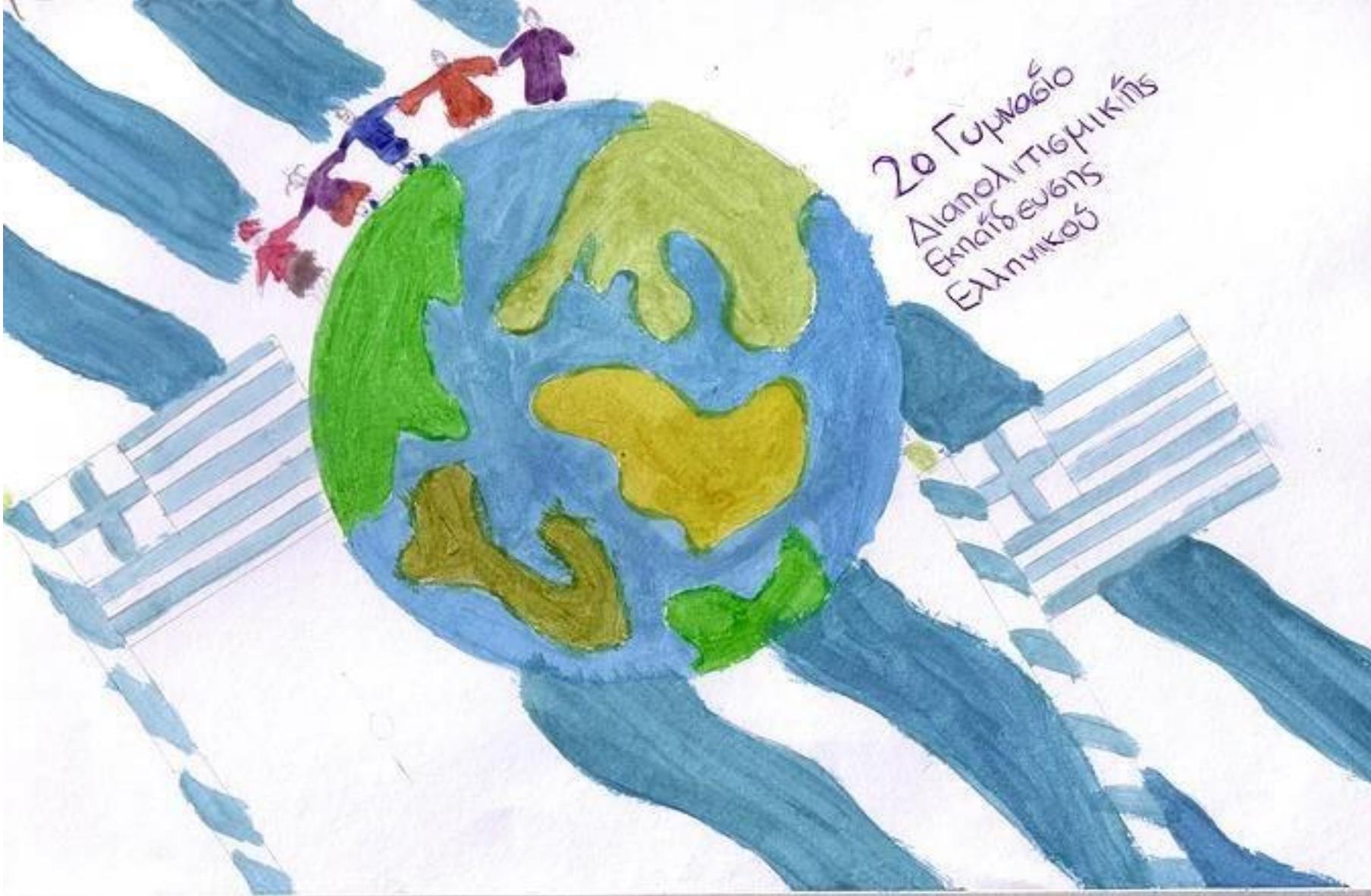
Do teachers feel satisfied with their participation in the programme?

It is evident that all the teacher-trainees **feel satisfied** with their participation in the project. 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.



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Conclusions of the QuaMMELOT project



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Some results of the QuaMMELOT project

We will summarize some results that emerge from the point of views of the teacher-trainees who participated in the online training program:

- The training program was useful, **most of the activities were of high quality and appropriate for mixed multilingual and multicultural classes** with a wide number of migrant and refugee students.
- The teachers' involvement with the modules of the training program had a great effect on their students.
- Native and migrant students acquired useful skills and developed new attitudes.
- All modules provided improvements and **enhanced students' social and language skills**.
- The rich didactic techniques, pedagogical methods and instructional strategies that teachers have learnt are **implemented directly in their classrooms**.
- The greatest achievement was the **change of teachers' attitude and practices**.



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Conclusions of the QuaMMELOT project

- The Erasmus + QuaMMELOT project **primarily satisfied the partners of the four countries DK, GR, IT, ES**, in particular the teacher-trainees and offered pleasure to all of us;
- The QuaMMELOT programme **contributed to the social integration of migrant and refugee students** through inclusive educational practices;
- It has been an opportunity **to open the curriculum to new topics and new strategies** that are closer to the students' educational interests and needs;
- **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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Conclusions of the QuaMMELOT project

- Teachers through Erasmus + QuaMMELOT project **coped with the heterogeneity of mixed groups** and implemented several teaching approaches for active learning, enhancing students' effectiveness in teaching and meeting the needs of all of them.
- Teachers **improved learning outcomes** as their students achieved the highest possible achievements. They also **improved reflective dialogue** through training activities, meetings and multiplier events;
- The QuaMMELOT project improved conditions for **smooth social inclusion of migrant and refugee students**, it increased the ability to become socially active in the country of residence, supported and strengthened integration policies for migrants and optimized the opportunities for integration into the European society.



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Thank you for your attention!

Gracias

Thanks

Eυχαριστώ

Grazie

tak



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