

QuaMMELOT



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UNIVERSITÀ
DEGLI STUDI
FIRENZE
SCIFOPSI
SCIENZE DELLA FORMAZIONE
E PSICOLOGIA



VIFIN



Ministero dell'Istruzione, dell'Università e della Ricerca
Ufficio Scolastico Regionale per la Toscana



QuaMMELOT (2017-2020)

Qualification for Minor Migrants Education and Learning Open access – Online Teacher-training
2017-1-IT02-KA201-036610 - Erasmus + 2014-2020

Transnational Partner Meeting (TPM)

September 17th 2020, University of Florence

Venue: Biblioteca delle Oblate, via dell'Oriolo 24, Firenze

Project activities & Dissemination

Dr Georgios Kosyvas

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

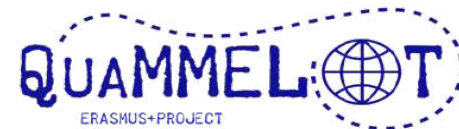
Our Contribution to Intellectual Outputs



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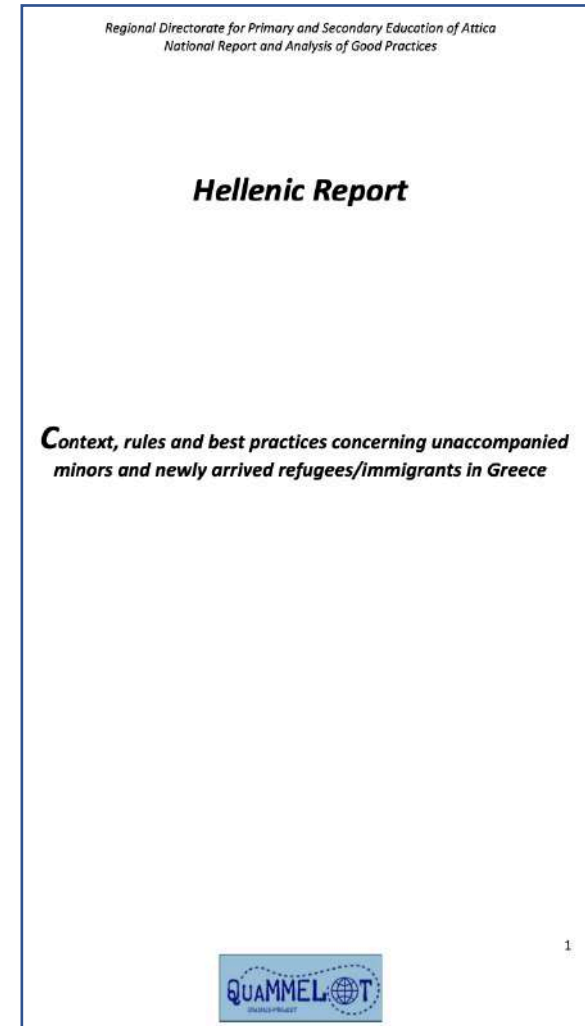


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Output 1: Research

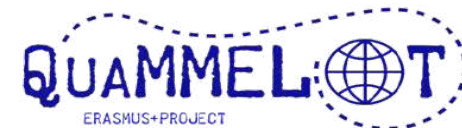
- We produced our National report titled the “**Hellenic Report**” (July 2018): legal framework and the Country-specific needs.
- We also highlighted **good practices** implemented at Greek school level.



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Output 1: Research

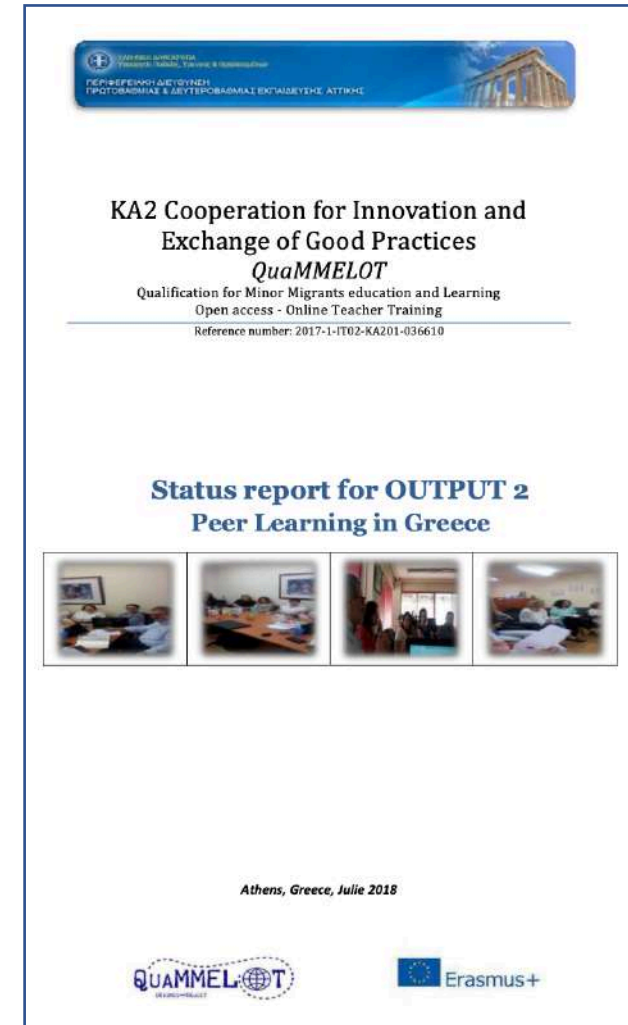
- **We elaborated a national questionnaire** on the needs in secondary schools with migrant profile, including foreign minors or unaccompanied children.

1. Which, in your opinion, is the greatest challenge that teachers of refugee/migrant children face in Welcome /Preparatory /Mainstream classes*?
2. Which, in your opinion, is the greatest difficulty that refugee and migrant students face during the phase of integration to the Greek Educational system?
3. According to which criteria should Preparatory and Welcome Classes' teachers be selected?
4. How important, in your opinion, is specialized training for the teachers that staff Welcome/Preparatory Classes? Which actors/ organizations should deliver relevant teacher training and what form should this training have?
5. How much do you think the State supports schools and teachers' efforts to integrate refugee/migrant students to education?
6. Which, in your opinion, are the main causes behind school dropout rates for refugee/migrant students?
7. Are you aware of any cases where refugee/migrant students dropped out of school due to aggressive behavior from fellow students? Are there any cases of bullying where refugee/migrant students are involved? If so, how did you handle such cases? Who supported you? How do you suggest that bullying to refugee/migrant students should be best addressed?
8. In your opinion, to what extent do current curricula offer an open 'framework' that is flexible to adapt to the differentiated educational needs of each school and class?
9. Who has been your greatest source of support while teaching refugee/migrant students? (Headteachers/ Teacher counselors/ Refugee Education Coordinators/ Other colleagues/Other...)



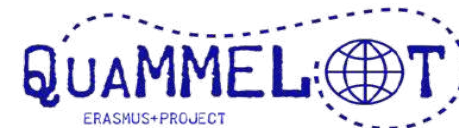
Output 2: Peer Learning and Focus Groups

- We appointed the **Hellenic Pedagogical Team** **consisted of 20 members**, we designed **3 Focus Groups** and **Peer Learning groups** among teachers, educators and mediators.
- We compiled **an initial Needs Analysis questionnaire** to investigate **training needs, difficulties and challenges**.
- We developed a Status Report, which was presented in **Seville (October 2018)** but also in Conferences organized by the services of RDE of Attica.



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Output 3: Development of Training Modules

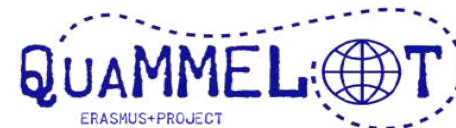
- We visited secondary schools with refugee and migrant students.
- We developed training material for 2 modules (**Language and Mathematics Teaching**), uploaded on the Moodle.



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Output 4: implementation and evaluation of training Course

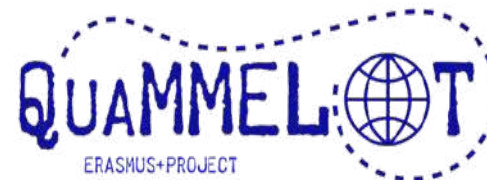
- We collaborated and supported **the 34 Greek teacher- trainees** participating in the online training course.
- We monitored /evaluated the Online Training Course on Moodle digital platform.
- We prepared an evaluation report on the training process through developing a **digital training evaluation questionnaire** answered by all trainees.
- The **quantitative and qualitative** results were presented to Greek and foreign participants during a **Multiplier Event Conference** organized at the Pasteur Institute of Athens.



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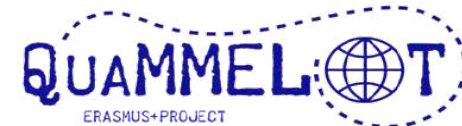


Some photos from the multiplier event in Athens



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Output 4: Update of the preliminary results

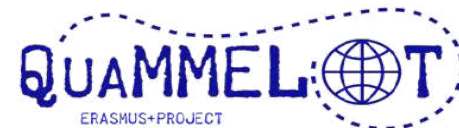
- The first dissemination of the quantitative and qualitative results of the QuaMMELOT project, took place in Athens as a Multiplier event. About 300 participants attended the multiplier event.
- The first result concerned only a sample of 40 teacher-trainees who had completed the questionnaire. After the extension of the training course, the final sample was 84.
- In March 2020 we sent the final results to our partners .



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Output 5: Focus Groups

- We designed and implemented Focus Groups meetings with educational and social actors involved in the education of refugees and immigrants.
- **Three focus groups:** Two focus groups of seven people and one focus group of eight people.
- **Interviewees:** representatives of children, school staff, social workers, a parent and his child, an NGO representative.
- **Two interviewers:** education coordinator (1), anthropologist/cultural mediator (1).



Output 5: Focus Groups

- We used **qualitative research method based on structured and unstructured interviews** (open and closed type questionnaires).
- The main objective of Focus Groups was:
 - a. **to assess the QueMMELOT Project,**
 - b. to exchange good practices highlighted by the training process and
 - c. to promote results to the wider educational community.

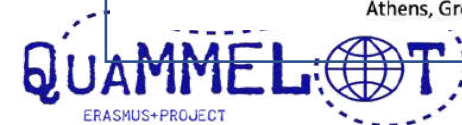


Output 6: Guidelines for teachers

- We prepared an updated report on **the legal framework** governing the education of refugees and migrants in the Reception Facilities for Refugee Education and the Reception Classes.
- We produced an updated **“Hellenic Report”** (student enrolment, educational structures, Reception Classes, operation of mixed classes, etc.) and **the good practices in the Greek schools.**
- We contributed to the development of the common handbook **with methodological guidelines and selected educational resources** on how to use the learning materials and tools of the QuaMMELOT project in school practice.



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Athens, Greece, August 2020

HELLENIC REPORT

*The context, rules and best practices concerning
unaccompanied minors and newly arrived
refugees/immigrants in Greece*

QuaMMELOT: Qualification for Minor Migrants education and Learning
Open access - On line Teacher Training

Reference number: 2017-1-IT02-KA201-036610

Regional Directorate for Primary and Secondary Education of Attica
QuaMMELOT Hellenic Pedagogical Team
(Coordinator: Dr. Georgios Kosyvas)

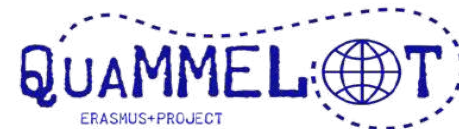
Dissemination of QuaMMELOT results



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Transnational meetings, dissemination events, informational meetings, workshops and training activities

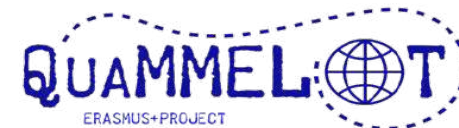
- We organized two transnational meetings in Athens, 2 Dissemination Events and various activities in the context of foreign partners coming to Athens.
- We organized workshops and training activities both to support the trainee teachers who participated in the Project and to further disseminate QuaMMELOT.



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Conference Events

- **1st Conference: "Refugees and education: small steps, big interventions"**

October 6th , 2018 at the Hellenic Pasteur Institute

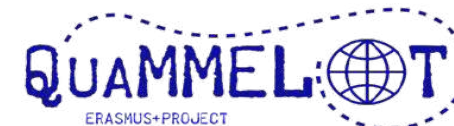
- **2nd Conference: "European Erasmus+ Program ' QuaMMELOT 'and teacher training. Good practices and Suggestions "**

January 24th, 2020 at the Hellenic Pasteur Institute



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Two training workshops for teachers involved in refugee education

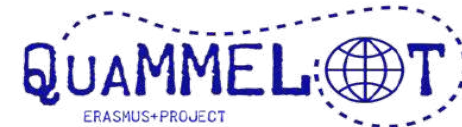
- **October 16th 2019** at the 2nd Experimental High School of Athens
- **On January 16th 2020** at the 2nd Experimental High School of Athens



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Dissemination Event



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:

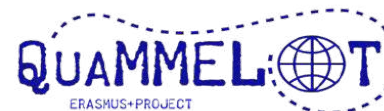
11:00 - 11:10	Προσέλευση - Χαιρετισμοί Στέφανος Καπέλλας, Διευθυντής ΔΔΕ Ανατολικής Αττικής
11:10 - 12:15	« <i>Inventing Tomorrow</i> - Εφευρέτες του Αύριο» Προβολή Βραβευμένου Οικολογικού Ντοκιμαντέρ σε συνεργασία με την Πρεσβεία των Η.Π.Α. στην Αθήνα, το Exile Room και το Athens Science Festival Καραγιάννη Ευαγγελία, Συντονίστρια Εκπαίδευσης 5 ^{ου} ΠΕΚΕΣ Αττικής. Ερωτήσεις - Συζήτηση
12:15 - 13:00	Η Ενταξιακή Εκπαίδευση Μαθητών Προσφυγών και Μεταναστών Ευρωπαϊκό Πρόγραμμα «QUAMMELOT» Κόσσυβας 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 Βασίλειος, 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 ΥΠΤΑΙΘ και της
τοπικής αυτοδιοίκησης που ασχολούνται με την εκπαίδευση.



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with teachers' participation
(February 5th, 2020 at the
Music High School of
Pallini)

Online dissemination

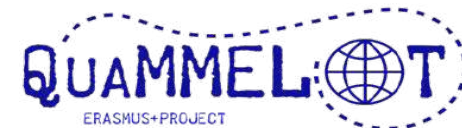
- The RDE of Attica has already allocated space for the promotion of the QueMMELOT Project on its website:

<https://pdeattikis.gr/index.php/pde-cooperations/quammelot>

- Activities carried out by the RDE of Attica are very often displayed on educational links and websites of the **Education Directorates, the Regional Centres for Educational Planning**, schools etc.



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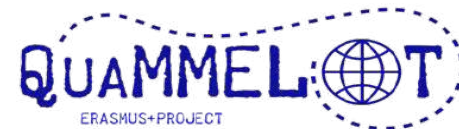


Future dissemination planning

- The RDE of Attica plan to exploit the QuaMMELOT Online Course and promote it through a digital platform (e-class) that will be hosted in the School Network and will be managed by the digital infrastructure service of the RDE of Attica.
- The training will be implemented with the mixed model (40 hours of live and 200 hours of distance learning) with the provision of assignments and certification for trainees, in case of successful evaluation in 8 out of the 10 Modules.
- In this way, it is estimated that over the next two school years, a number of approximately 300 secondary school teachers will be trained to contribute in schools with refugee and immigrant students.



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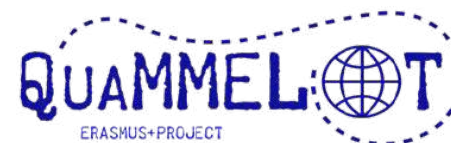




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Thank you for your attention!

Thanks

Ευχαριστώ

Grazie

tak

Gracias



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