



Hellenic Open University

“Language Education for Refugees and Migrants”

Postgraduate Dissertation

“*A powerful* teacher in a multi-diverse classroom”

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Patras, June 2023

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*“A powerful teacher in a multi-diverse classroom”*

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*“To all and to everyone that made this possible”*

*The completion of the following would not have been achieved without the valuable help of all my tutors and my colleagues who were willing to participate and share their experiences; some of them had to overcome feelings of hesitation, have the feeling that they would say something wrong and they would not offer any help at all. Of course, to my beloved students who showed a lot of understanding when I declined their proposals for school trips due to my academic obligations. Last, my family and close friends for their support and patience who tried to comfort during hard times and dead ends.*

## Abstract

The aim of the current study was to examine the teachers' opinions, views, ideas and perceptions as far as *teacher empowerment* and field educational training in the area of refugee/migrant education is concerned. Intercultural Education (IE), Education of Inclusiveness (EI) and the multiverse/-cultural classroom are nowadays commonalities in the Greek mainstream school; in this study, it was attempted to describe as well as outline the national legislative educational framework on integrating and including these refugee/migrant background students in the regular class. The study was referred to both primary and secondary educational levels; since the educators who participated have been working in both levels. Furthermore, the educational settings and learning contexts examined were mainly formal but the participants reported also experiences from non-formal ones; the contradictory at times experiences that the participants reported constitute remarkable collected information opening wider perspectives on the concept of *teacher empowerment*. The data was collected by conducting semi-structured interviews; the participants were informed in advance and they were given the option to abstain from the survey if there were incidents that would have caused them discomfort or uneasiness. The research questions were focused on the linguistic and cultural difficulties the participants had faced while teaching refugee/migrant background students, on classroom management issues caused by the composition of the *multi-diverse* classroom and the avoidance techniques, on the educators' feelings of “*readiness*” in those educational settings and on the action taken in national, institutional and individual level so as teachers to feel well prepared and qualified enough to teach. Moreover, the collected data that was examined revealed valuable information about the teaching material implemented in formal and non-formal educational settings and how helpful it was. Finally, the participants' comments and reports constituted the base to frame the possible solutions and suggestions section; a rather interesting procedure since it is important every State and national organization in charge to be willing to listen to the people involved voices- in this case the teachers who work in the New Greek School- and this exactly is the intention of the current study.

**Key words:** *Teacher empowerment*, refugee/migrant education, “*readiness*”, Intercultural Education (IE), Education of Inclusiveness (EI).

## Περίληψη

Ο στόχος της παρούσας έρευνας ήταν η εξέταση των γνώμων, των απόψεων, των ιδεών και των αντιλήψεων των εκπαιδευτικών όσον αφορά την ενδυνάμωση τους αλλά και την επιμόρφωση τους στην εκπαίδευση προσφύγων/μεταναστών. Η Διαπολιτισμική Εκπαίδευση (ΔΕ), η Εκπαίδευση της Συμπερίληψης (ΕΣ) και η τάξη της πολυποικιλότητας/-πολιτισμικότητας αποτελεί ένα σύγχρονο, σύνηθες φαινόμενο στο κανονικό ελληνικό σχολείο. Σε αυτή την έρευνα έγινε προσπάθεια να περιγραφεί και να συνοψιστεί το εθνικό νομοθετημένο εκπαιδευτικό πλαίσιο για την ενσωμάτωση και την συμπερίληψη των μαθητών/-τριών με προσφυγικό/μεταναστευτικό υπόβαθρο στην κανονική τάξη. Η μελέτη αναφέρεται και στις δύο βαθμίδες της εκπαίδευσης, την πρωτοβάθμια και την δευτεροβάθμια, καθώς οι συμμετέχοντες/-ούσες εκπαιδευτικοί εργάζονται και στις δύο βαθμίδες. Επιπλέον, τα εκπαιδευτικά περιβάλλοντα και τα μαθησιακά πλαίσια που εξετάστηκαν ήταν κυρίως τυπικής εκπαίδευσης αλλά οι συμμετέχοντες/-ούσες ανέφεραν επίσης εμπειρίες μη τυπικής εκπαίδευσης. Οι αντιφατικές κατά περίπτωση εμπειρίες που αναφέρθηκαν αποτελούν αξιόλογη πηγή συγκεντρωμένων πληροφοριών που ανοίγουν ευρύτερες προοπτικές στην έννοια της ενδυνάμωσης του εκπαιδευτικού, Τα δεδομένα συγκεντρώθηκαν με την διεξαγωγή ημι-δομημένων συνεντεύξεων. Οι συμμετέχοντες/-ούσες είχαν ενημερωθεί εκ των προτέρων και τους δόθηκε η επιλογή αποχώρησης από τις διαδικασίες της έρευνας αν υπήρχαν περιστατικά που θα τους προκαλούσαν δυσφορία και ταραχή. Οι ερωτήσεις της έρευνας επικεντρώθηκαν στις γλωσσικές και πολιτισμικές δυσκολίες που αντιμετώπισαν οι συμμετέχοντες/-ούσες κατά την διδασκαλία μαθητών/-τριών με προσφυγικό/μεταναστευτικό υπόβαθρο, σε θέματα διαχείρισης της τάξης που προέρχονται από την σύνθεση της, στα συναισθήματα «ετοιμότητας» και στην δράση που λαμβάνεται σε εθνικό, θεσμικό και προσωπικό επίπεδο ώστε οι εκπαιδευτικοί να νιώθουν επαρκώς προετοιμασμένοι και καταρτισμένοι. Επιπλέον, τα δεδομένα που εξετάστηκαν αποκάλυψαν πολύτιμες πληροφορίες για το εκπαιδευτικό υλικό της τυπικής αλλά και της μη τυπικής εκπαίδευσης και την χρησιμότητά του. Τελικά, τα σχόλια όλων αποτέλεσαν τη βάση πλαισίου των πιθανών λύσεων των πιθανών λύσεων και προτάσεων. Μια ενδιαφέρουσα διεργασία καθώς είναι σημαντικό η Πολιτεία και οι εθνικοί οργανισμοί να προθυμοποιούνται να αφουγκραστούν τις φωνές των εμπλεκόμενων – οι εκπαιδευτικοί του Νέου Σχολείου σε αυτή την περίπτωση- και αυτήν ακριβώς είναι η πρόθεση της παρούσας έρευνας.

**Λέξεις Κλειδιά:** Ενδυνάμωση Εκπαιδευτικού, εκπαίδευση προσφύγων/μεταναστών, «ετοιμότητα», Διαπολιτισμική Εκπαίδευση (ΔΕ), Εκπαίδευση της Συμπερίληψης (ΕΣ).

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## **Abbreviations & Acronyms**

Common European Framework of Reference for Languages	CEFR
Education of Inclusiveness	EI
European Union	EU
Intercultural Education	IE
Language 1	L1
Language 2	L2
Reception Agencies for the Education of Refugees	RAER
Reception Classes I	RCI
Reception Classes II	RCII
Reception Facilities for Refugee Education	RFRE
Second Language	SL
Thematic Analysis	TA
Tutoring Classes	TC
Zones of Educational Priority	ZEP

## Introduction

Refugee/migrant Education has recently been legislated and applied in Greece; more classrooms are characterized by multilingual/-cultural classrooms elements, consequently more and more teachers are obliged to differentiate the teaching processes as well as adapt the learning procedures to the educational needs of these students as well. Teaching refugee/migrant background students is an extremely difficult task apart from a challenging one; the teaching environment should be formulated in ways so as all students feel welcome and accepted but specifically refugee/migrant students should feel more welcome, more accepted more included due to their diverse, linguistic ethnic, cultural and religious background.

On this ground in the research paper that follows it was investigated the notion of the teacher empowerment in such educational contexts; the teachers' beliefs and perceptions were examined and evaluated and also whether they were prepared and trained in order to manage the difficulties of the multiverse classroom and to overcome the linguistic as well as cultural barriers. Valuable issues were examined starting with the efforts of the Ministry the past decades until today concerning the refugee/migrant background students' educational needs in transit countries such as Greece.

The theoretical background could be characterized sufficient enough but the literature review on *teacher empowerment* and teacher educational training on the field of refugee/migrant education was discovered to be quite restricted. Therefore, *teacher empowerment* was broadly outlined in reference to education and then it was aimed to integrate the very notion and concept of it into a more specialized framework-this of IE and EI. Meanwhile, the problematics of *teacher empowerment* were also studied as well as how *teacher empowerment* was realized in practice in different educational settings.

After analyzing the research data extremely interesting evidence was uncovered about the teaching materials available and the teachers' training courses in formal settings in comparison to non-formal ones. The participants were willing to report their experiences referring to the questions of the semi-structured interview; meanwhile the results were more elaborated on the section of the possible suggestions regarding course of action in national, in institutional and individual level. Finally, the research

questions were fully answered; the participants' answers led to results, which were worth of profound elaboration and discussion.

In the following section of the specific paper, refugee/migrant is briefly described in theoretical level and there are extensive references to the concept of *teacher empowerment* in the multiverse class. Then, there is an elaborated description of the research itself; the aim, the procedure, the questions, the approach the design, the data analysis, the participants' profiles, the research tools, the ethical considerations as well as procedural problems and solutions. Last, the research data analysis is a totally different section referring to the teachers' experiences in formal and non-formal educational settings, the linguistic and cultural difficulties as well as the classroom management in the refugee/migrant educational setting, the teaching material available, the teachers' feelings of preparedness, recommendations for improvements and finally any research limitations and the perspectives to overcome them in future time.

## **1. Theoretical Background**

### **1.1. Refugee/migrant background student populations in Greece**

The refugee influx during the past decade has created major challenges for education in Greece and for all educators in formal educational contexts initially and then gradually in semi-formal as well as informal ones. In the new reformed legislated and implemented educational Greek framework were predicted the operation of Reception Facilities for Refugee Education (RFRE) after mainstream school in primary and secondary education and the operation of parallel Reception Classes (RC). Simultaneously, all those educators who were appointed to those educational structures not only did they lack field experience but they were also inadequately professionally trained gaining poor in-service specialization training.

The national inter-agency education provides assessments on all refugee and migrant arrivals independently status. It is formally estimated that 66% of refugee/migrant children as well as adolescents (4-17) being accommodated in urban areas during

January 2019 were enrolled in formal education. 11.500 refugee/migrant children attended Greek schools after enrollment, a number increased by 44% in comparison with the number during early summer of the same year (June 2018). 915 attended school in mainland and only 9% on islands. Of the assessed students 66% were girls while 67% were boys. The highest among students from 6 to 12 years old (75%) while the lowest from 4 to 5 and from 16 to 17 years 57% respectively at each age group. Last but not least, the collected ethnographic data showed that the enrollment rates were highest in Pakistani (73%), in Afghan (68%), in Iraqi (67%) and 66% in Syrian populations (UNHCR, UNICEF, IOM, 2019 p.6).

In Greek society until recently, there were a number of underprivileged groups of people such as war refugees, forced or economic migrants, the Muslim minority, the Roma community, the repatriated people from former communist countries in the Balkan Peninsula and the Greek diaspora. Suddenly, during the spring and summer of 2015 there was a burst of refugee flows mainly due to the Syrian Civil War this unfortunate fact created the necessity and demand for the adoption as well as the implementation of new reformed teachers' educational training programs on the field of refugee/migrant education and Intercultural Education in the multicultural classroom of the New Greek School. Considering all the above it is important to mention that past experience should be the base to create and establish a new reformed national educational policy according to intercultural education and education of refugee/migrant students; integration so as to raise awareness towards social issues such as multidiversity in culture, ethnicity, race, sexuality, origin or gender. These educational policies should lead apart from conscious awareness to holistic acceptance and obvious respect of the different, the diverse, and the “other” (Palaiologou et al, 2019 p. 168-169).

### **1.1.1. The Greek Ministerial efforts during the past decades.**

During the past decades, Greek governments and the Greek Ministry of Education and Religions have legislated, adopted and implemented new legislative national frameworks on the field of refugee/migrant education. Apart from the official efforts in formal educational settings, efforts have also been made in non-formal or semi-formal ones; more specifically since early 1980s Tutoring Classes and Schools of

Intercultural Education (IE) have been founded and have started operating in mainstream schools along with the other classes in primary and secondary education. In the very beginning, those facilities referred to repatriated Greeks but after 1999 migrants as well as refugees were also allowed to attend these classes. Recently, Reception Agencies for the Education of Refugees (RAER) and RC have also been established due to the refugee crisis in order to fulfill the educational needs of these underprivileged student populations (Foulidi et al., 2020 p.268).

It is essential to briefly refer to the aforementioned educational institutions in order to create an overall view on the refugee/ migrant education in Modern Greek educational contexts. So, more particularly:

- a. The Intercultural School which provides students of refugee/migrant background not only with classes of Modern Greek but also with the opportunity to co-exist in the same learning environment with Greek students so as to gradually integrate into other social communities. IE focuses mainly on the students' educational needs so it is possible and acceptable to exceed the limitations of the standard implemented syllabuses in order to achieve better learning results.
- b. Zones of Educational Priority (ZEP) include Reception Classes I (RCI) and Reception Classes II (RCII); these classes are established where the rates of school abandonment are high and the socio-economic situation is problematic. Their operation intends to integrate students in the regular class who have not acquired the Greek language as well as to prepare them using a number of innovative and inclusive teaching techniques. Most ZEP can be found in urban areas; the refugee/migrant students have the opportunity first to enroll in these classes and then to attend the mainstream school. The main obstacle to their successful operation is the fact that most refugee students remain in the shelters instead of apartments in urban areas making harder for them to attend these classes. In RCI there are students with restricted or no knowledge of Greek, so they are taught Greek as a Second language (SL) for at least a year in order gradually to join the regular school. RCII applies to students who either have completed RCI course or have acquired moderate knowledge of the Greek language. The participants in RCII are offered with simultaneous language classes or more so as to achieve higher in the regular courses.

Additionally, RCI teaching lasts a year or in some cases, there is an extension while attendance in RCII may last up to 3 years. Along with the above-mentioned educational facilities Tutoring Classes (TC) can also be available after the end of daily school morning program for up to 8-10 hours per week if there is the required number of students. TC are basically suitable for students with migrant or immigrant background providing them with the help they need in order to overcome linguistic difficulties (Foulidi et al., 2020 p.269).

- c. The Reception Facilities for the Education of Refugees (RFER) have been created for refugee background pupils who have brutally and violently interrupted their education after having fled a warzone or conflict areas in Middle East or in Northern/Central Africa. Their main scope is to help these pupils return to their school routines as well as successfully integrate not only to mainstream education setting but also to other social contexts. Normally RFREs work during afternoon hours and they are accommodated in the nearest school facilities or in the reception centers and a 20-hour week educational program of a variety of courses is available according to the needs of the registered students. The operating classes in RFREs depend on the number of the existing refugee students. There are cases that these educational facilities cannot work properly due to pupils' absences or dropouts since it is possible to be transferred to the Greek mainland or to another host country (Foulidi et al., 2020 p.269).

According to Koehler et al. (2018) all the European Union's (EU's) policies and the national educational frameworks legislated and the voted measures taken towards the specific educational direction have three main objectives: (1) the knowledge of the Language 1(L1) in levels described by the Common European Framework of Reference for Languages (CEFR), (2) the inclusion of the refugee/migrant student populations in the regular schooling and (3) their training into vocational education.

Since Greece is a Member State of the EU, the national legislated educational frameworks on the refugee/migrant education should comply with the EU directives and general legal frameworks. In Greece the first national framework that included an action plan for the health care, access to education and vocational training of such student populations in public education was first discussed and

voted in February 2016 after the European refugee crisis of summer 2015. Greek efforts were in accordance with the efforts on the same issue in EU or they could even be characterized because of the European directions as well as the tremendous urge of the in charge officials because there was times that the situation could be described as urgent demanding courses of action. EU with Article 14(1) of the Directive 2013/33/EU of the European Parliament and of the Council ensures access to education to all refugee children either they belong to a family or they are unaccompanied having find shelter in an EU Member State and they have applied for asylum. Moreover, Article 27 of the Council Directive 2011/95/EU also ensures that either refugee children granted or subsidiary should have the same right to education as any other child under the national citizenship of the Member States. Simultaneously, adult refugees are allowed to the mainstream schooling in order to be trained. Most importantly, Article 14(2) Directive 2013/33/EU guarantees a three-month preparatory class before integrating the regular schools with language courses as well as psychological support to recover from their traumatic experiences (Koehler et al, 2018 p.7-9).

Considering all the above, it is undeniable the fact that a lot of efforts have been made the past decades towards the perspective students with refugee/migrant background to obtain the best educational opportunities the Greek state could offer in times of deep financial crisis.

The reality is a little different though; according to Simopoulos & Alexandridis (2019) all this past experience integrating migrant students reforming the national educational legislation, establishing new educational facilities for refugee/migrant students between 4-17 years old and teachers' training in multidiverse settings should have been utilized in order to overcome the new challenges created by the massive flows of the refugee caravans from 2015 and so forth. However, the Ministry of Education and Religions created a system of afternoon classes with staff consisted mainly of part-time substitute teachers who were struggling to teach students who were on the verge of being transferred to another reception center every single moment (p.27). So, in practice the teachers in RFREs – the problem was indicated mainly in these institutions- found themselves in the awkward position to struggle with a challenging educational context without any previous experience or any field training. What was more, Greek language was

unknown to them, their schooling had been abruptly stopped and finally the students were unwilling to cooperate since they expected to be resettled to another country (Simopoulos & Magos, 2020 p.62).

Finally yet importantly, we should bear in mind that many efforts have taken place the past decades on the field of refugee/migrant education not only in formal educational settings but also in non-formal educational ones. Non-formal education programs for refugee/migrant students are offered inside refugee camps and reception centers by a variety of NGOs and other local organizations. Through all these programs teachers and educators, obtain a lot of teaching experience on the specific educational field. Non-formal education is an essential aspect of the refugee/migrant education; many families choose to send their minors after the end of regular school in order to participate in such educational programs that include not only Language and Science courses but also psychological support to recover traumas or post-trauma stress. These programs contribute to the smooth integration as well as inclusion of the aforementioned underprivileged populations; additionally they are offered free mainly in urban areas for both migrant and refugee groups.

### **1.1.2 Refugee/migrant background students’ educational needs.**

The fact that in almost all countries in Europe educational formal contexts undergo complicated legal frameworks is more than evident. The compliance with the sophisticated structures and regulations ensures the provision of courses and educational chances to all citizens and especially to underprivileged students’ populations, such as students with refugee and migrant background. State officials, members of non-Government Organizations (NGOs), local authorities and staff of school communities inform thoroughly migrant families as well as newly arrived refugee families about the education opportunities and the possibilities they have according to their age and their former schooling. Specifically, individual advice is provided in information spots operating in reception centers, in embassies even at appointed school units (Koehler & Schneider, 2019 p.9). The composite feelings created by the inadequate information offered to refugee pupils and their families are



totally justified; especially at the early stages of their schooling as well as at the transitional phase from the reception facilities to the regular classrooms (Koehler et al., 2018).

The educational needs of immigrant or migrant background students are mostly of linguistic nature; the acquisition of Language 2(L2) could be considered their *“valid passport”* to various social contexts and social communities. Certainly, this does not mean that they do not have other needs such as need of acceptance, feeling of social *“belonginess”* or tangible respect of their cultural and ethnic identity.

It is of tremendous importance to carefully and meticulously diagnose the refugee/migrant students’ level of overall linguistic performance; the Common European Framework of Reference for Languages (CEFR) is utilized in order to analytically describe the students’ levels of language knowledge, performance and acquisition. In order to be objective educators should use special tests introduced by the Hellenic Institute of Educational Policy or prepare activities specifically designed for effective differentiated learning environments (Foulidi et al., 2020 p.267).

Meanwhile, refugee background students have more needs other than linguistic ones. Safety is one of the most important aspects of their successful schooling, overall education as well as integration; they must feel safe, not excluded or segregated from their classmates. Once they feel safe and accepted the right opportunities will be created which will eventually lead to successful integration steps into school settings in the beginning and gradually into other social contexts (Van der Veer, 2000 as cited in Foulidi et al., 2020 p.267).

The notion of empowerment in terms of refugee/migrant education is two-fold; both students and educators should be essentially empowered. War, violence, enforced home abandonment; trauma, psychological stress and anxiety because of financial insecurity are some of the causes of the awful living state of refugee populations. According to recent studies, most refugee pupils suffer post-traumatic stress leading to serious misbehavior as well as denial to cooperate and tendency to dropout schooling. They need their teachers’ support in order to overcome all the aforementioned unfortunate situations. Bearing in mind that some of these pupils have no former experiences of schooling in the past back in their homeland, the necessity for empowered educators so as to create the appropriate educational settings is more evident than ever before (Betancourt et al., 2012 as cited in Foulidi et al., 2020 p.267).

So, the challenge is to estimate and evaluate all students' educational needs with refugee/migrant background. The teachers' requirements are satisfactory qualifications on the field of IE and personality traits such as flexibility, tolerance and acceptance of these students. As far as Greek reality is concerned, the necessity for in practice training is undeniable; what is more teachers' should be in position to negotiate the multiple, diverse students' identities, to fight against stereotypical attitudes and prejudices by communicating and cooperating (Papadopoulou et al., 2020 p.1).

## **1.2. Literature Review**

### **1.2.1. A brief outline of the problematics on *Teacher Empowerment***

In general, an educator's work can be both demanding and challenging; it is true that there are some problematic domains on a teacher's work. In the present study since teacher empowerment- and specifically teacher's empowerment in refugee/migrant formal educational settings- is examined, it is necessary first to frame the broad problematic areas of a teacher's work of teacher empowerment in their working place and then focus on specialized aspects, such as refugee/migrant education. The problems that most teachers are possible to face are of personal, professional development or of institutional structure in nature (Short, 1991 p.4).

Teachers, especially in secondary education, tend to be isolated since they teach and work on separate fields of study such as Math, Language, Physics etc.; the decisions they take are restricted on the specific subject matter so collaboration is a rather difficult task. Lately, efforts have been made in order to create interactive co-operation among teachers of variable subjects; these projects involve more than one subject and are suitable for IE as well. The creation of a less isolated teacher-working environment is necessary in order teacher empowerment to be realized in practice. Every educational reform or theoretical reconstruction of the school institutions in order to be successful should involve both individuals – the educational staff and government officials- and attitudes, perceptions, concepts, ideologies, methods, approaches and teaching techniques. Therefore, competent empowered educators will

be willing to adopt and implement all these educational reforms; this is a prerequisite element that presupposes their success in general and as far as refugee/migrant education is concerned.

To sum up, to assure the success of any kind of educational reform in refugee/migrant education or in education on the whole it is obligatory to enlighten and guide individuals first- that is to say teachers and students; once they feel powerful and “*ready to act*” the outcomes of the reforming efforts will be guaranteed. Below in the section that follows the term *teacher empowerment* is outlined not only in broad terms but also in the exact educational settings of refugee/migrant education.

### **1.2.2. What do we mean by *Empowerment* in educational settings?**

*Empowerment* by definition is the procedure that both teachers and students become responsible for their own personal development as well as learning or teaching resolutions in variable educational settings. Both individuals- meaning educators and learners- and institutions whenever they are empowered they are considered well-prepared and well-trained to face the difficulties in any new educational context or learning situation and gain the most of every such experience. Meanwhile, in institutional level empowered schools are the ones that improve the educational contexts and create the opportunities for skills and competences improvement (Short, 1991; Short & Johnson, 1994). Teacher empowerment does not only focus on refugee/migrant education but it is an overall, progressive and reforming movement in education worldwide; its main purpose is teachers to be effective in the variable existing educational settings. The base to establish the ideological framework behind the movement of teacher empowerment is that if teachers participate in the designing of the adopted and implemented reforms they feel well prepared for the challenges ahead. If teachers are more efficient, they feel qualified enough to overcome the hurdles of any educational reform; students’ success and responsiveness and their responsiveness as well as teachers’ satisfaction will eventually lead to future improvements in all educational context involved will be guaranteed (Kanungo, 1992 as cited in Short & Johnson, 1994 p.3).

According to Short (1991) and Short & Johnson (1994) teacher empowerment is six-dimensional; it includes the teacher’s confidence and self-assurance, teacher’s resolutions and decisions, teacher’s position and prestige, teacher’s sovereignty,

teacher's chances for professional promotion and last teacher's impact. It would be wise and helpful to briefly comment on all six dimensions referring to teacher empowerment in broad terms. So, teacher's decision making and teaching resolutions is a factor that absolutely affects a teacher's working place since it is connected to their participation in all school activities and their significant responsibility in decision making. Teacher empowerment and professional recognition are interconnected and related to the teacher's beliefs, opinions and perceptions for continuous as well as lifelong learning, development and skills expansion. It is also important for any teacher in order to feel empowered to be professionally admired and recognized for their “*know-how*” and their “*expertise*”. The concept of teacher's self-efficacy is the teacher's competence to be efficient, effective and helpful with their students in any educational setting available. Another important dimension of teacher empowerment is autonomy; their ability to control the procedure of their students' learning as well as other aspects of their working environment making them feels free. Last but not least, is the teacher's impact that refers to the feelings of worthiness which are created whenever someone feels competent enough to offer or successful because of recognition.

### **1.2.3. Teacher *Empowerment* in practice**

Teacher empowerment and teacher's professional development are most of the times interrelated; the professional development is the fundamental element leading to the efficacy of the educational reforms. In the case of refugee/migrant education, the aforementioned statement applies entirely as well. It is important teachers to feel successful whenever they have the opportunity to improve their teaching techniques by adopting new ideologies, by cultivating new concepts and ideas in class and by implementing new methods and approaches such as IE in the multidiverse classroom of the modern school. Since in the multicultural classroom is important to motivate the refugee/migrant student population so as to elevate their learning experience as well as their performing achievements, teacher empowerment through their professional development is the course of action which leads to a more efficient reform- an anticipated outcome of any such effort (Villegas-Reimers, 2008 p.29).

It is an undeniable fact the increasing immigration and forced migration numbers around the world because of war conflicts and the need to provide these refugee/migrant student populations with the best educational opportunities in host countries, where teachers are not ready to be involved, creates a chain of needs and necessities on the specific field of education. The first and foremost need is the need to support in every way refugees and migrants in education; the officials' initial attention should be focused not only on teachers' pre-service and in-service training but also on their professional promotion and development. It is important that all educators should be familiarized with refugee/migrant student populations' experiences, should be critically trained and should be capable to pedagogically respond to their students' multiverse nature. So, it is of tremendous significance teachers to be in position to empower their students with experience sharing in order both participatory sides- teachers and students- to realize the complexity of students' identities in variable educational settings as well as the essentiality of teachers' training in critical pedagogies with long-term effective and uprooting changes in the educational system as a whole (Gagne et al., 2017).

The most recent educational reform in Greece is the one on the field of refugee/migrant education; it is essential to consider some factors that could make any such reform successful, efficient and effective. According to Little (2001) educators tend to be willing to actively take part in such attempts if it is possible to increase pleasant feelings of the teaching procedures or “*threaten*” the old-fashioned, rusty ideologies of the past decades introducing new methods and approaches; of course all these presuppose a lot of teacher's participation, decision making and responsibility. At the same time, a reform may target in the possible overall unity of the participants- both students and teachers. Certainly, there are cases that unfortunately lead to the opposite situation-isolation or severe disturbance of friendly relationships in the working place- but this situation could easily be reversed by applying co-operative and communicative skills of the officials in charge. Last, the syndrome of the “*worn-out teacher*” is a usual phenomenon which is caused by time limitations, lack of intellectual energy and the real demanding work of implementing and embracing something so new – at times with no theoretical background (Little, 2001 p.26-27).

The Greek educational reform policies on the field of refugee/migrant education also include a system of teacher empowerment and professional development so as to

achieve higher standards of quality education on this field of education. It should be mentioned that that the Greek Ministerial Authorities have endorsed and adopted the *traditional system* of teachers' field training rather than the *standard-base system*. The government officials determine the traditional system assigns responsibility control to the employers, trainers and advisors as the main scope of the training programs; the trainees participate in a range of educative seminars or practical workshops attending either in-person meetings or long-distant ones that have short duration. On the contrary, the latter mentioned system refers to a system when decision-making takes place based on the needs identification by the teachers' on a daily basis creating this way the highest level of learning opportunities (Ingvarson, 1998 as cited in Villegas-Reimers, 2003 p.16).

Bearing in mind that the exact concept of *in-service* teacher training differs from one national curriculum to the other and that it mainly depends on the standards of the education teachers may obtain during their undergraduate and/or postgraduate studies before starting their teaching careers it is essential to broadly outline the professional training teachers gain progressively on specific educational domains rather than in advance in the Greek educational system. *In-service* teacher professional development involves educational and training seminars as well as programs that all educators at all positions of both educational levels (secondary and primary) should participate in order to develop their skills , to obtain professional knowledge on the field and to upgrade their degrees by adopting and implementing new methods and approaches , becoming this way more qualified , more efficient and more effective to face the new challenges and demands of the modern school classroom (Bolam,1982 p.3). The aforementioned situation fully applies and describes in depth the Greek national efforts to successfully reform the national system of education in order to integrate and include student populations with refugee/migrant background.

Almost all educational reforms are planned and designed including perspectives of teachers' improvement at professional level; since refugee/migrant education in Greek reality was something totally new and unexpected – due to the enormous numbers of the refugee populations seeking for shelter on the Greek-Turkish borderline mainly- the educational reforms should be successful and *de profundis* efficient. As Guskey (1995) claims prosperous reforms can be guided and instructed offering to the teaching staff chances to develop their skills and competences. So, it is necessary to

realize that the anticipated changes are fulfilled in both personal as well as in institutional level. The new educational frameworks should have great aspirations and expectations and their implementation should presuppose teamwork and spirit. Simultaneously, supportive processes should also be included and comments and suggestions on the measurable results such as the enrolled refugee students in the mainstream school or those participating NGOs intercultural programs. Last, the educational and training programs, seminars and workshops should be incorporated in the teachers' daily working routine; in this way, it will be more convenient and easier for everyone to consider them not only compulsory but also supportive for their teaching training in IE.

All the above considered, it is essential for achievements and fruitful results in practice to promote teachers' happiness and satisfaction between their personality and their professional development; it is initially necessary all their inside and outside derived enthusiasm to be literally “transferred” to the participant students as well. Finally, it is wise in order to assess the outcomes of any reform as a whole to carefully estimate the positive elements on both teachers' and students' involvement, to indicate the potential drawbacks that have appeared and to evaluate the main objectives and the feasible outcomes of the reform and the official authority in charge for its implementation either in national or local level (Little, 2001 as cited in Villegas-Reimers, 2003 p.29).

## **2. The Research**

### **2.1. The Research Procedure**

#### **2.1.1. The Research Aim**

The main aim of this research is to depict and describe the efforts that have been made so far by the Greek Ministry of Education and Religions on the field of teachers' “*readiness*” in order to face the problems of the modern multiverse classroom- the multilingual, the multiethnic and multicultural classroom of any Greek mainstream school. The scope of this research is multifaceted; firstly, the steps taken in formal educational settings are theoretically presented with reference to the refugee/migrant

students' educational needs. Secondly, the adopted methods, approaches and teaching techniques are examined with reference to the teachers' beliefs, perceptions and feelings after their legislation and implementation, and their practical application in real-life teaching contexts. Thirdly, it is important to compare and contrast the interviewees teaching experiences on the sector of refugee/migrant education not only in formal educational settings but also in non-formal ones since it seems that they are deeply interconnected. Last but not least, it is essential to refer to future course of action based on the results of the current study, the study of the research done so far, the existing literature review as well as the participants recommendations for the in practice steps of improvement of the educational reforms that have taken place during the past decade.

### **2.1.2. The Research Questions.**

In the present research, attempts have been made in order to gain fruitful answers on the following questions:

1. Do educators in primary and secondary formal educational settings who teach students with refugee/migrant background feel prepared, well qualified and ready-trained in order to face the difficulties of such school environments?
2. How teachers' empowerment was realized in practice in real-life educational settings, either formal or non-formal? Did they feel prepared and *“ready to act”*?
3. Referring to their teaching experiences, how did the interviewees manage to overcome the difficult situations created in teaching environments with refugee/migrant students?
4. What are their suggestions for the future action regarding teachers' empowerment on the field of refugee/migrant education?

### **2.1.3. The Research Approach.**

The current study has been planned and conducted with reference to the standards of a qualitative research approach; the use of open-ended interview questions rather than



closed-ended ones evaluated with the use of a numerical scale is a solid of this. Creswell (2014) defines qualitative research as a way of conducting research that investigates and comprehends how individuals or people define a problem either personal or social. What is important in adopting this research approach is how the collected data are genuinely used to induce general meanings from particular settings or experiences. At the same time, qualitative researchers interpret the collected data using flexible structures, focusing on independent meanings and providing the complication of the examined situation or phenomenon (p.4). Qualitative findings are not statistics or measurements of quantitative scales; it is a multifaceted research about people, experiences, attitudes, emotional states, awakened feelings as well as social, cultural and international movements, phenomena and interactions (Strauss & Corbin, 1990 p. 11). Overall, the main advantage of a qualitative research is that it describes the participants' feelings and emotions, opinions and lived experiences in depth, so researchers by analyzing the collected data induce conclusions that apply holistically to similar contexts (Rahman, 2017 p.104).

#### **2.1.4. The Research Worldview.**

The current study was implemented with the constructivism worldview research paradigm in mind. *Constructivism or social constructivism* is a rather common approach to qualitative research. In this approach, people try to seek, interpret and comprehend meanings of the surroundings- of the world around them. The researcher examines the individual meanings that have been created and established by their subjective interpretations of their experiences. Meanings are derived from certain experiences and are directed toward specific objects. The created notions and concepts can vary in complexity so the researcher seeks for their broadness rather than narrowness categorizing them in predictable as well as widely accepted manner. The researcher's means of interpretation are the participants' given views, opinions, perspectives and beliefs on the phenomenon being studied. It would be wise to choose an open-ended questionnaire so as the researcher will be able to carefully collect data from what people say or how they interact in situations connected to the phenomenon being investigated (Creswell, 2014 p.8).

The aforementioned paradigm is realized in the specific study; subjective meanings are constructed by the collected data with the means of semi-structured interviews. The procedure of the interviews is indeed pre-planned and structured but the questions included are given in an open-ended context so as the data collection to be more productive and efficient. According to Adom et al. (2016), the researcher endorsing *constructivism* is allowed to be more flexible in conducting the semi-structured interviews allowing the participants also to explain their perceptions and their individual perspectives. The researcher is also allowed to invent more questions in order to clarify meanings and situations during the interviews and additionally to observe whether the interviewees productively participate in the construction of the interrelated meanings of the phenomenon being studied.

#### **2.1.5. The Research Design.**

In the present study, the research design utilized is descriptive or hermeneutical phenomenology. The specific design is mostly applicable to the profound examination and studies of individual's experiences. At this stage meanings, concepts and notions are described and interpreted; the incidents that the participants share become progressively the theme of analysis in the following stages (Padilla-Diaz, 2015 p.110). The current study demands a deep investigation and understanding of the interviewed educators' experiences that they have in common because of their professional background. The group of the six participants being studied share professional lived experiences and they have also some common theoretical background on refugee/migrant education. The existing diversity discovered by the researcher has proved to be helpful since all the participants have teaching experience and are partly or deeply aware of the efforts made on the field of refugee/migrant education (Creswell, 1998 as cited in Padilla- Diaz p.104). A phenomenological study is essential to use the most suitable strategy to collect data and in this case, it is the semi-structured interviews allowing the researchers to deeply direct the issue offering this way the opportunities to the interviewees to recreate their experiences meticulously and to depict reality in a trustworthy manner (Padilla-Diaz, 2015 p.104).

To sum up, phenomenology is commonly used in most qualitative educational studies. It is a unique way of presenting real-life situations that the examined groups have lived. The challenging and productive part of the specific design choice is to realize the meaning of the experiences that participants have in common. Since the purpose of the study and the investigated problematic issue are the most important aspects for choosing phenomenology as a design it is important to clarify that the most appropriate course of action in such a case is to thoroughly study the shared living experiences of the survey participants in order to inductively or deductively to reach reliable results and conclusions.

#### **2.1.6. The Research data analysis.**

Thematic analysis (TA) is one of the most widely utilized analysis methods in qualitative research approaches because of its accessibility, flexibility and popularity. A qualitative researcher is important to understand how to implement this method in the data analysis because it constitutes the starting point for a well-established data analysis of any qualitative study. TA provides a well-organized system of data identification giving opportunities to discover meaningful perspectives through patterns of data. Simultaneously, researchers are in position to fully understand the insights of the common experiences of the examined group of the participants and elaborate meanings derived from their words.

In the current study, TA is used because the purpose of it is not only the way to identify or decode unique notions, concepts and meanings using isolated sets of data but also the way to focus on the shared data on the issue investigated. Of course, this procedure presupposes a focus lens not only on the shared data but also on the important ones; so the researcher's conclusions consist a combination of both common and important data so as the topic being explored is approached in an interesting way, capturing the readers' attention. Furthermore, the choice of thematic analysis is extremely important for the specific research since it constitutes a systematic effort to connect the analyzed collected data with the theoretical background of refugee/migrant education as well as with the educators' concepts, perceptions and beliefs on the field of IE and the teaching of the multicultural class in

the New Greek school. Last, the approach of data analysis used is both inductive and deductive; it is important to implement this combined system of thematic analysis since the researcher uses both what evidence is included in the participants' interviews as well as concepts and ideas so as to connect all the collective data by decoding the semantic meanings included (Braun & Clarke, 2012p.58).

### **2.1. 7. The Research Participants' Profiles.**

The interviewees are six they have all some experience with immigrant/migrant students and some of them have teaching experience with refugee students in mainstream school, in reception centers or in non-formal education as well. Below, there is a brief description of their personal profile, their demographic data and teaching experience as well as their educational background. The 1<sup>st</sup> participant is a philologist who holds a master's degree in Linguistics and who has a lot of teaching experience in reception centers in Northern Greece in non-formal education and teaching experience with students with migrant background in formal education. Participant 2 is a school teacher who currently works in secondary education but has also teaching experience in primary education with refugee and migrant student populations. The third participant is a doctorate philologist and History professor with teaching experience in secondary and in higher education; his professional background offers an opportunity to investigate the matter of refugee/migrant education more holistically in terms of their participation in all levels of education (primary, secondary and higher). The fourth participant is also a doctorate holder who has worked with mostly migrant but also with refugee background students in an NGO which provided courses of Greek language as a SL and currently works in a Vocational School. The fifth participant is a primary school teacher who works as a substitute teacher in the local RFRE; she is the youngest participant of all but with teaching experience in the specific field of education. Finally, the sixth participant is a newly appointed philologist and history teacher who currently works in public secondary education but during her teaching career, she has gained some teaching experience in a RFRE in Central Greece. All participants' demographic details are collected and represented briefly in the table that follows.

	<i>Age</i>	<i>Gender</i>	<i>Studies/Level of Studies</i>	<i>Teaching Experience</i>	<i>Level of Teaching</i>	<i>Languages</i>
<i>Participant 1</i>	35	<i>Female</i>	<i>BA in Greek Literature, MSc in Theoretical Linguistics, In progress a BA in Greek Civilization</i>	<i>3 years in non-formal education and 1 year in formal education</i>	<i>Secondary Public Education</i>	<i>English C1 German B1</i>
<i>Participant 2</i>	47	<i>Female</i>	<i>BA in English Language and Literature, MSc in Translation</i>	<i>23 years</i>	<i>Primary and Secondary Public Education</i>	<i>Italian A1 French A1</i>
<i>Participant 3</i>	41	<i>Male</i>	<i>BA in Greek Literature, BA in Religion MSc and Ph.D. in Medieval Greek Literature</i>	<i>3 years in secondary education, 15 years in private and secondary education and 5 years in higher education</i>	<i>Secondary Public Education</i>	<i>English C1 German B2 French B2</i>
<i>Participant 4</i>	51	<i>Female</i>	<i>BA in Greek Literature, MSc in Theory of Literature Studies, Comparative Literature and Translatology, Ph.D. in New Greek Literature</i>	<i>2 years in secondary formal education, 1 year in private higher technical education and 7 years in non-formal education</i>	<i>Secondary Public Education</i>	<i>French C1 English B2 Russian B2</i>
<i>Participant 5</i>	26	<i>Female</i>	<i>Pedagogical Primary Education Studies, In progress a MSc in Special Needs Education</i>	<i>2 years in public primary education</i>	<i>Primary Public Education</i>	<i>English B1</i>
<i>Participant 6</i>	46	<i>Female</i>	<i>BA in History, Archaeology and History of Art.</i>	<i>7 years in public secondary education</i>	<i>Secondary Public Education</i>	<i>English B2 German B1</i>

*Table 1 Participants' Demographic Details.*

### 2.1. 8. The Research tools.

The tools utilized to gather all the necessary data for the analysis are interviews; in fact semi-structured ones. The main aim of an interview is the interviewees' introduction and acquaintance as far as the interview questions are concerned and the ethical considerations of the researcher; in other words the intention of the interviews included in a qualitative research is to offer various insights in the concepts of knowledge being examined as well as to frame the theoretical background connected accordingly with meaningful and appropriate experiences of the participants. In this study semi-structured interviews are conducted in order to collect the necessary data so as to discuss and induce useful conclusions. Mostly semi-structured interviews, as in this study as well, are organized *a priori* at an appointed time and place excluding everyday daily routine acts. The interviewees are asked to answer in advance decided open-ended questions as well as other questions that may appear during the dialogue of the two participants (interviewer and/or interviewee). This type of interviewing is the most common used type for qualitative studies and it refers either to one participant or to a group of participants (Di Cicco-Bloom& Crabtree, 2006 p. 314-315).

All six participants were both orally and in written form, previously informed about the reason of the conduction of the specific interviews and of the general scope of the research project. The interviewees were given the choice of the language; the interview could be conducted in either Greek or English depending on how proficient and efficient in each language the participant would feel. The interviews have taken place at the comfort of an apartment; making feel as comfortable as possible since the elaborated issue proved to be a very delicate one to handle. The most difficult part of this early stage of the research was to make them overcome their fears and talk about IE and the cultural pluralism of the student populations educators meet during their teaching careers. The use and the utility of the specific research tool was irreplaceable; in the end the interviewees seemed to enjoy discussing the

aforementioned issue, despite being hesitant in the beginning and they shared opinions, views, experiences and incidents with each other during off-record talks.

### **2.1. 9. Ethical Considerations in the current research.**

While conducting any research is extremely important to think about of research ethics. Primarily, it should be mentioned that the participants did not voluntarily involve in the research without in advance briefing. They were thoroughly informed in the beginning of the process off record orally and they were given the opportunity to clarify the details of the procedure of the semi-structured interviews. After the above-described initial stage the participants were informed in written form with the means of consent document; they were assured that they could abandon any time during the conduction of the research without any *a priori* notification and without stating the reasons for their withdrawal. In the same consent document, they were included information not only on the anonymity of the shared data but also on the possibilities of the publication of the results of the research. Last, some restricted details about the institution and the supervisor professor were included as well.

During the conduction of the present research, the researcher follows ethical principles such as honesty, objectivity, integrity, respect for intellectual property and confidentiality. Being more specific, it is of great importance to be honest and objective while informing the participants or interpreting data to avoid discrimination and personal bias. It is also useful and wise to keep the highest ethical standards in terms of originality of intellectual property as well as confidentiality; the research complies with the legal framework of protection of intellectuality and the protection protocols of anonymity as well as confidentiality are strictly followed during all procedural stages (Gajjar, 2013p.9-10).

#### **2.1.10. Research procedural problems and solutions.**

Initially the semi-structured interviews were supposed to take place in the working places of the participants; the obtainment of the permission to do the research

interviews in the school institution where the participants work was a rather time-consuming process. Therefore, the researcher and the participants should make a new agreement on terms of changing the place of the interview conduction and discussing the possibilities offered. The solution was easy to find; since they all lived and worked in the same area they found it convenient to meet in their personal apartments. This way the initial timeline was followed and all participants agreed so as to avoid any other inconvenience.

Despite the efforts for viable solutions and following the time itinerary, a sudden event created a little problem. One of the interviewees had to move to another place for professional reasons; that was the reason why the interview was conducted in written form trying to be discreet due to the problems such a change might have created. Considering all the above, the existing cooperation between the researcher and the participants was impeccable within the ethical standards that apply to the research methodology and everything was consistent to what have been agreed.

## **2.2. Data Analysis**

### **2.2.1. Teacher empowerment through teachers’ experiences in formal and non-formal educational settings.**

Simopoulos & Magos (2020) clearly state that teacher empowerment is necessary in order them to be supported in the demanding and challenging learning environment of refugee/migrant education by being introduced to variable new teaching methods and techniques such as IE, EI or creating teaching materials for the multicultural class. Additionally, teachers should be empowered by reflecting to the teaching process, by evaluating their students’ needs, by practicing new material suitable for them, by improving their social and intercultural skills as well as competences (p.71).

How teacher empowerment is realized in refugee/migrant educational settings? The above question is not easily answered; this is one of the reasons for conducting this research. It widely accepted that in Greece the specific educational field has been recently established; the newly operated structures were financially supported and simultaneously non-formal educational structures started working all over the country



– in areas where there was urgent need to include these underprivileged populations. Although the attempts to refugee/migrant education have been formally legislated by introducing and implementing new methods and approaches – such as IE, EI- and by applying inclusive teaching techniques appropriate for the multiverse classroom, teacher empowerment and training efforts remain doubtful in formal educational settings. On the contrary, the same sector does not encounter the same limitations, restrictions and deficiencies in non-formal settings; the efforts made are noticeable and the assistance offered to formal education is irreplaceable. All these are also inducted by the interviews opinions and statements; below there are some relevant participants comments.

### ***Participant 1***

*“ ... in the organization where I was we had a lot of seminars on issues... vulnerability, children’s protection, human rights and a lot of such things that were their own(material) retrieved from specific webpages...”*

*As translated from the original part of the interview:*

*«... στην οργάνωση που ήμουνα κάναμε πάρα πολλά σεμινάρια για θέματα ... vulnerability, προστασίας των παιδιών, ανθρώπινα δικαιώματα και τέτοια πολλά τα οποία ήταν δικά τους από συγκεκριμένες ιστοσελίδες...»*

*“... We were sent continuously for training, to have trainings on-line or with people who came also live.”*

*As translated from the original interview part:*

*«... μας έστελναν συνέχεια για εκπαίδευση για εκπαίδευση , να κάνουμε trainings on-line και με ανθρώπους που ερχόντουσαν και live.»*

*“When I was working I continuously participated in trainings in special... in specialized theoretical seminars... all year long.”*

*As translated from the original interview part:*

*« Εγώ όταν εργαζόμουνα συνέχεια συμμετείχα σε trainings , σε ειδικές...ειδικά θεωρητικά σεμινάρια ...καθ’όλη την διάρκεια της χρονιάς...»*

### **Participant 2**

*“I have only attended two 3-hour seminars on Education of Inclusiveness. The seminars were organized by teachers or educational consultants of the school.”*

### **Participant 3**

*“Yes. Mainly IEP but of other institutions as well.”*

*As translated from the original part of the interview:*

*«Ναι. Κυρίως του ΙΕΠ αλλά και άλλων φορέων.»*

### **Participant 4**

*“It wasn’t an initiative of the school, it was a personal choice ... those educational courses were irrelevant from the introductory IEP educational course.”*

*A translated from the original interview part:*

*« Δεν ήταν πρωτοβουλία του σχολείου ήταν προσωπική επιλογή ... αυτές οι επιμορφώσεις ήταν άσχετες από την εισαγωγική του ΙΕΠ.»*

### **Participant 5**

*“No, unfortunately. I have never participated in anything like this.”*

*As translated from the original interview part:*

*«Όχι, δυστυχώς. Δεν έχω συμμετάσχει σε κάτι τέτοιο.»*

*And **Participant’s 6** simple and laconic answer “No” to the original interview question if they have ever participated in educational programs on refugee/migrant education is indicative of the prevailing situation.*

Taking into account what the interviewees have reported is the way to outline the frame under which teacher empowerment is realized in formal as well as in relevant non-formal settings. The attempts are not at all coordinated; probably because

refugee/migrant education is something completely new and unknown field in Greek reality. Yet, non-formal education overpasses the formal efforts and this fact is absolutely evident in *Participant's 1* reports since she has had the longest working experience with refugee background students but in non-formal education. Last but not least, *Participant's 2* comments that the new methods and teaching approaches on IE as well as teaching techniques on multicultural classroom are successfully implemented

*“When they are carried out by well qualified teachers.”*

should be considered significant. Therefore, it is important for the absolute and overall success of the educational reforms first to empower the teachers in both levels providing them with a variety of training workshops and educational seminars and workshops.

### **2.2.2. Linguistic and Cultural Difficulties in refugee/migrant educational settings.**

Below there are presented purposefully chosen parts of the participants' original interviews- translated in the English language as well- which describe the difficulties all the educators interviewed faced during their teaching venture with refugee/migrant students. The difficulties refer mostly in the linguistic and cultural diverse issues that appeared while teaching; language matters and diverse cultural perspectives according to their different ethnic background are commonalities in such educational settings.

#### ***Participant 1***

*“We had variable difficulties for example ... the different culture those people had that's why we used cultural mediators... matters of language teaching , we couldn't communicate consequently we couldn't teach... those were the two basic difficulties.”*

*As translated from the original interview part in Greek:*

*«Είχαμε διαφορές δυσκολίες για παράδειγμα ...την διαφορετική κουλτούρα που είχανε αυτοί οι άνθρωποι γι' αυτό και χρησιμοποιούσαμε και cultural mediators...ζητήματα διδασκαλίας με τη γλώσσα, δεν μπορούσαμε να*

*συνεννοηθούμε συνεπώς δεν μπορούσαμε να διδάξουμε ... ήταν αυτές οι δύο βασικές δυσκολίες. »*

### **Participant 2**

*“The main difficulty is the language barrier. When there are new arrivals in class, they usually speak neither Greek nor English at all. A very small percentage might speak basic English. Students may differ in race, religion or family background and they are not easily accepted by their classmates. Also their parents seldom appear at school in order to collaborate with their teachers.” (The original interview was in English.)*

### **Participant 3**

*“Mainly (difficulties) of communication and co-operation. The requirements of the Greek system present differences from the one of their countries of origin.”*  
*As translated from the original interview part in Greek:*

*«Κυρίως επικοινωνίας αλλά και συνεργασίας. Οι απαιτήσεις του ελληνικού συστήματος παρουσιάζουν διαφορές από το αντίστοιχο των χωρών προέλευσης.»*

### **Participant 4**

*“The difficulties were of balance maintenance so there would be no conflicts in the classroom context; there was respect something which was reassured by the prerequisites ...hmmm so as students’ applications to be accepted for the specific program.”*

*As translated from the original interview in Greek:*

*«οι δυσκολίες ήταν ως προς να τηρηθούν ισορροπίες να μην υπάρχουν εντάσεις μέσα στο πλαίσιο της τάξης να υπάρχει σεβασμός πράγμα το οποίο διασφαλιζόταν και από τις προϋποθέσεις... μμμ προκειμένου να γίνουν δεκτές οι αιτήσεις των μαθητών/τριών στο συγκεκριμένο πρόγραμμα.»*

### **Participant 5**

*“The main difficulties I face refer to language ... my students speak their mother tongue, Arabic, and very few students speak a little English... this combined with the absence of the interpreter makes my work difficult.”*

*As translated from the original interview part:*

*«Οι κυριότερες δυσκολίες που αντιμετωπίζω αφορούν την γλώσσα εεε... οι μαθητές μου μιλούν μόνο την μητρική τους γλώσσα , τα Αραβικά και ελάχιστοι*

μαθητές μιλούν πολύ λίγα Αγγλικά εεε... αυτό σε συνδυασμό με την απουσία διερμηνέα καθιστούσε το έργο μου δύσκολο.»

### **Participant 6**

*“Difficulty in communication, especially in the beginning since the majority of them did not know, neither Greek nor English and the difficulties in the relationship among them since they come from different ethnic backgrounds.”*

*As translated from the original interview in Greek:*

*«Δυσκολία στην επικοινωνία , ιδίως στην αρχή καθώς δεν γνώριζαν στην πλειοψηφία τους ούτε Ελληνικά ούτε Αγγλικά και δυσκολίες στις μεταξύ τους σχέσεις καθώς προέρχονταν από διαφορετικές εθνότητες .»*

What is interesting and partly depicts every educators concerns and worries is a comment made by participant 2 about her experience in a multilingual/-cultural class that includes the notion of in depth communication between the teacher and the students as a part of an elevating high quality learning experience; since no communication presupposes insufficient learning processes.

### **Participant 2**

*“...In some cases, there are students coming from the same country but speak different dialects and cannot even communicate with each other. The need to understand what the teacher says but also acquire new knowledge in a variety of subjects, new customs and behaviors. The students also form poor relationships with their peers and cooperation in class is difficult.”*

Participant 3 & 4 insinuated that apart from the language difficulties there were other difficulties as well-which originated in the students’ linguistic deficiencies; those difficulties concerned the students’ communication and cooperation skills as well as the students’ feelings of respect and acceptance of each other’s “*otherness*” in race, ethnicity, culture, gender or in religion.

### **Participant 3**

*“Mainly (difficulties) in communication but also in co-operation.”*

*As translated from the original part of the interview:*

*«Κυρίως επικοινωνίας αλλά και συνεργασίας.»*

*“... There was on the students’ side any feeling of collaboration.”*

*As translated from the original part of the interview:*

*«...δεν υπήρχε από πλευράς των μαθητών συνεργατικότητα.»*

#### ***Participant 4***

*“...tense awareness... that there will not have talks of religious matters or of political character so as to avoid tension and to maintain a friendly atmosphere, feelings of acceptance, solidarity among students.”*

*As translated from the original part of the interview:*

*«...τεταμένη η προσοχή ... ότι δεν θα γίνονται θρησκευτ...συζητήσεις θρησκευτικού περιεχομένου για να αποφεύγονται οι εντάσεις και να υπά’ρχει ένα κλίμα φιλίας, αποδοχής, αλληλεγγύης μεταξύ των μαθητών/-τριών.»*

According to Simopoulos & Magos (2020) and their research on the field of refugee/migrant education it is clarified that integrating these students in the regular classroom as soon as possible or preparing them with Greek language lessons so as to be more easily included could be succeeded with higher, long-term results in educational settings that promote the inclusion of this kind of students populations. Meanwhile, these students are described as suffering from a variety of traumas such as traumas of sudden routine interruptions, post-war traumas or traumas of enforced and violent home abandonment; it is normal to feel anxious about the newly introduced living environments after having awful past experiences. However, they are willing to participate in variable social contexts and they show external as well as internal motivation to integrate and interact with the people who surround them. The recognition of the misfortunes students with refugee/migrant may currently face or have previously faced instantly presupposes that their educator is their helper in their difficult journey to integrate and to be accepted but not obediently assimilated in the host societies (p.70).

### 2.2.3. Classroom management skills in the *multi-diverse* classroom.

Apart from the linguistic deficiencies that an educator should be able to solve there are also other classroom management issues that require the implementation of specialized teaching approaches, such as Task-Based or Content Based Approach, as well as differentiated and experimental techniques in order to solve them. It is essential the refugee/migrant background students to be taught in a controlled educational context in order to achieve the highest learning goals and results. Additionally, the classroom should be characterized by creativity and the efforts to maintain a pleasant learning environment improving the classroom conditions in general (Nacino-Brown et al., 1982 as cited in Salkan et Erginer, 2017 p.207). Although every teachers' efforts are in the direction of the refugees'/migrants' inclusion first in the educational contexts and then gradually in the other social contexts, classroom management problems referring to their cultural, ethnic, religious and socioeconomic background is possible to appear –and of course we should not forget the gender issues that refugees/migrant with origin from Muslim Arabic countries might have. Therefore, the students' past definitely influences their interaction and interrelation with school institution, their tutors, their classmates and their peers. Their schooling is deeply affected by their experiences since most refugee learners, mainly, have disrupted their schooling due to limitations imposed to them by others- those who had created the misfortunate situation in their homelands (Dryden-Peterson, 2015 as cited in Salkan & Erginer, 2017 p.208).

Below there are cited some of the interviewees comments and experience sharing concerning real-life incidents in a multidiverse classroom and the difficulties that had appeared concerning classroom management technique application.

Starting with participant 1 it astonishes the fact that she reported both national and ethnic differences and gender issues; which is partly justified since she had been working in non-formal educational settings that applied to a wide range of refugee/migrant populations of all ages- from toddlers to adults- and to variable ethnic and cultural backgrounds.

#### *Participant 1*

*“... So, this does not mean that there were no animosities among them because... Arabic speaking children from Afghanistan or coming from Africa with children from Afghanistan and generally Arabic speaking children were in conflict.”*

*As translated from the original part of the interview:*

*«Άρα, αυτό δεν σημαίνει ότι δεν υπήρχαν και εχθρότητες μεταξύ τους γιατί... αραβόφωνα παιδάκια από το Αφγανιστάν και γενικά αραβόφωνα ερχόντουσαν σε σύγκρουση.»*

*“... more specifically we were ... in the classroom and a little child (a girl)... of one nationality did not want to sit next to another boy of a different nationality and it was not only a national matter...but also a matter regarding gender.”*

*As translated from the original part of the interview:*

*«... πιο συγκεκριμένα ήμασταν ... στην αίθουσα και ένα παιδάκι... μιας άλλης εθνικότητας δεν ήθελε να καθίσει δίπλα σε αγόρι μιας άλλης εθνικότητας και το θέμα ήταν εθνικό ... αλλά (αφορούσε ) και το φύλο τους.»*

Furthermore, both participant 5 and 6 reported incidents and rather unpleasant created situations because of cultural differences and sullen feelings between ethnic groups; a fact that proves that these conditions are common in RFREs both in formal and non-formal educational contexts.

### ***Participant 5***

*“...some difficulties were about the eee...origin ... they were about the students’ origin so eee...there might have been conflicts between the students from Syria eee...with students who were from Palestine.”*

*As translated from the original part of the interview:*

*«...κάποιες δυσκολίες αφορούσαν και την εεε...καταγωγή είχαν να κάνουν και με την καταγωγή των μαθητών δηλαδή εεε... μπορεί να υπήρξαν διαπληκτισμοί ανάμεσα σε μαθητές από Συρία εεε... Με μαθητές που ήταν από Παλαιστίνη.»*

### ***Participant 6***

*Q: “The difficulties you have faced were about the composition of the multicultural classroom?”*



A: “Partly. Because the relationships between the ethnic groups of the area (of Middle East region) are not in friendly terms and this was transferred sometimes in the classroom.”

As translated from the original part of the interview:

E: «Οι δυσκολίες που αντιμετωπίσατε αφορούσαν την σύνθεση της διαπολιτισμικής τάξης;»

A: «Εν μέρει καθώς οι σχέσεις μεταξύ των εθνοτήτων της περιοχής δεν είναι φιλικές και αυτό μεταφερόταν κάποιες φορές και στην τάξη.»

Considering all the above participants’ comments it is obvious that refugee/migrant students’ teachers should be capable to confront classroom incidents which may lead to more serious as well as urgent situations outside the school environment in a hostile social context; on the other hand the aforementioned incidents may constitute a consequence of a broader social situation found deeply rooted in ideologies, concepts and perceptions about religion, cultural, ethnicity and gender. It is of prominent significance that the teacher empowerment should not be restricted in their linguistic preparedness as far as refugee/migrant is concerned. Not only these students need psychological support and guidance but also their tutors in order to be in position to offer to them tangible help; so all these efforts will eventually lead to something remarkable and not a “lost cause”, meaningless fight.

#### **2.2.4. Teaching material.**

Palaiologou et al (2019) noted the most challenging procedure in the multiverse class is the choice and application of the proper material. It is widely accepted that in Greek formal education there are restricted teaching sources on the field of refugee/migrant education. It is important the formal books to be adjusted to the needs of the multiverse classroom; it is necessary cultural, ethnic, linguistic as well as racial differentiations to be incorporated in the mainstream textbooks. The efforts made in non-formal education are noticeable since it is promoted the educational material created both in institutional or individual level. However, according to participants 1 & 6 statements on the differences between formal and non-formal and the

problematics as far as educational textbook is concerned uncovers a rather unpleasant situation in both educational settings.

### ***Participant 1***

*“... Because they have a textbook (in formal education). In non- formal education, we have no textbook. The textbook «Γεια σας» gives the student the ability, allow the students to follow their own pace and learn ... according to their needs. This book was very important. Because we were in non-formal education, we were completely free (to choose)”.*

*As translated from the original part of the interview:*

*«...Επειδή έχουνε βιβλίο. Εμείς στη μη-τυπική εκπαίδευση δεν είχαμε βιβλίο. Το «Γεια σας» έχει την δυνατότητα που αφήνει , που επιτρέπει στον μαθητή να ακολουθεί τον δικό του ρυθμό και να μαθαίνει με τις δικές του, με βάση τις δικές του ανάγκες. Αυτό το βιβλίο ήταν πολύ σημαντικό . Γιατί εμείς ήμασταν στη μη τυπική , ήμασταν τελείως ελεύθεροι.»*

Participant 6 reports another heated issue that refers to the lack of the organization during the early years of the operation of the RFREs and the restricted available means that caused frustration to the teaching staff working there.

### ***Participant 6***

*“...Difficulty because of the lack of the suitable school textbooks which were distributed later than expected.”*

*As translated from the original interview part:*

*«... Δυσκολία λόγω έλλειψης των κατάλληλων σχολικών εγχειριδίων που άργησαν πολύ να σταλούν.»*

The need for more organized and targeted efforts in terms of teaching materials and educational textbooks is more than urgent than ever before; once produced they must be distributed and be available to all tutors and school institutions all over Greece. It is important all teachers to have access to new, modern and high-quality teaching materials and they should be educated , trained and informed in order to feel competent enough during their application in real-life educational settings (p.176). As

far as teacher training and teacher empowerment regarding multilingual and multicultural educational materials is concerned it should be altered in a way so as the teachers to manage to transfer their students' cultural traits and characteristics in the classroom and integrate them in the teaching-learning interactional processes. Another prerequisite is the consideration of the refugee/migrant students' educational background since any previous experiences of formal or non-formal schooling is essential for higher achievements in IE. On this scope, formal Greek educational institutions responsible for the design and development of multilingual/multicultural teaching material should include in both institutional and individual level the needs of both participating sides- teachers and students. Therefore, it is of great importance the developed materials to enhance the refugees and migrants' linguistic needs providing them with courses that combine elements of both L1 and L2. Last, non-formal and formal education mainly in urban areas could constitute a coordinated effort of advancing refugee/migrant students' linguistic and cultural knowledge of the host country, in our case Greece (Palaiologou et al., 2019 p. 186-187).

#### **2.2.5. Teachers' feelings of “*readiness*” and students' educational needs.**

As far as teacher training and professional development of the working teachers in refugee/migrant education in Greece recent research review indicates the need for sufficient training; meanwhile it is also shown that the teaching staff is deprived of in-service field training and tangible support. It astonishes the fact that during the first year of the RFREs operation- despite operating during an emergency due to the enormous refugee influx from Middle East the appointed teaching staff on secondary education received trivial, insufficient or non-existent education, training or guidance. Another important issue that should raise the officials' awareness was the fact that there were complaints of their supervisor's restricted knowledge as far as advice on specific cases is concerned. The above-described incidents were attributed to the early stages of the RFREs operation and the urgent characteristics of the situation in terms of refugee/migrant education. Additionally, the participants in the research emphasized the fact that if they wanted to achieve higher in their teaching performance they had to search individually for the appropriate teaching material (Gargasoula, 2018; Paschalis, 2017 as cited in Mogli et al., 2020 p.45).

In accordance with the research performed by Marouli (2017) examining the teachers' perceptions and ideas regarding the staff's training needs that works in primary education in RFREs in the area of Athens is the participant's 5 statements that she did not feel ready to fulfill her duties successfully and teach her refugee students the way she was supposed to.

**Participant 5**

“No, I don't feel eee... prepared neither prepared nor qualified enough.”

As translated from the original part of the interview:

«Όχι, δεν νιώθω εεε...προετοιμασμένη ούτε προετοιμασμένη ούτε επαρκώς καταρτισμένη.»

Although primary education teachers had not received any training once they were appointed to teach in RFREs or RCs and they felt unprepared to support these student populations, they were interested in experience sharing with their refugee students. This incident can be regarded as the proof that intercultural education and field training is urgent and should be boosted in all educational settings (Marouli,2017 as cited in Mogli et al., 2020 p.45).

Participant 6 and 3, both History teachers currently occupied in secondary education with mainly migrant or immigrant background students and some experience with refugee background students reported their feelings of not so much *preparedness* but rather *unpreparedness* by reporting:

**Participant 3**

“No, besides there are no clear instructions from the Ministry of Education and Religion.”

As translated from the original part of the interview:

«Όχι, δεν υπάρχουν άλλωστε και σαφείς οδηγίες από το Υπουργείο.»

**Participant 6**

“No, without any previous training.”

As translated from the original part of the interview:

«Όχι, χωρίς προηγούμενη επιμόρφωση.»

It is obvious – as in the case of the primary teacher working in an RFRE (participant 5) – that they both did not feel ready at all and that they both needed instructions, field

training and education in advance so they would feel empowered enough to face the difficult task of a multiverse classroom.

Participant 1, 2 and 3 as being more experienced and having more on the field training with long-term courses or short-term/day seminars or workshops seemed to be more willing and open-minded to the challenge of IE in the New Greek School. They specifically reported the following:

***Participant 1***

*“... Although I have experience I do not think I am prepared enough on this matter because every day that passes is a new day with new challenges but in general experience definitely helps...”*

*As translated from the original part of the interview:*

*«...Παρόλο που έχω εμπειρία δεν θεωρώ ότι είμαι επαρκώς προετοιμασμένη γι' αυτό το θέμα γιατί κάθε μέρα που περνάει είναι μια καινούργια μέρα με νέες προκλήσεις αλλά γενικά η εμπειρία σίγουρα βοηθάει...»*

***Participant 2***

*“Not really. I need to attend programs and gain both skills and confidence to do so. So far I experiment with what I find and study on the Internet. Also being a member in a teacher’s digital society is extremely helpful.” (The original interview was in English)*

***Participant 4***

*“Because of the route I have I have some qualifications; however I do not think that I know it all. I am definitely open to learn more things in order to help my students. It is certain that there is the possibility for improvement.”*

*As translated from the original part of the interview:*

*«Λόγω της διαδρομής μου έχω κάποια εφόδια ωστόσο δεν θεωρώ ότι τα γνωρίζω όλα σίγουρα. Είμαι ανοιχτή να μάθω και περισσότερα πράγματα για να βοηθήσω τους μαθητέ/-τριες μου. Σίγουρα υπάρχει δυνατότητα βελτίωσης.»*

Bearing in mind their answers it is optimistic and promising the fact that there are teachers who have internal motivation so as to become more qualified on the field of refugee/migrant education; moreover their individual initiatives- such as looking for educational material on the Internet or participating in seminars or in courses referring to IE, EI, Cross-cultural Education and the Multicultural Classroom constitutes the silver lining in the dark, grey cloud of refugee/migrant education.

What is interesting and partly depicts every educators concerns and worries is a comment made by participant 2 about her experience in a multilingual/-cultural class that includes the notion of in depth communication between the teacher and the students as a part of an elevating high quality learning experience; since no communication presupposes insufficient learning processes.

### ***Participant 2***

*“...In some cases, there are students coming from the same country but speak different dialects and cannot even communicate with each other. The need to understand what the teacher says but also acquire new knowledge in a variety of subjects, new customs and behaviors. The students also form poor relationships with their peers and cooperation in class is difficult.”*

All in all, the fact that the interviewees wanted to be empowered through official guidance, educational and training programs displays their high emotions of responsibility and their high feelings of duty; since in order to be efficient someone should also be well-qualified as well as well-trained. Their intrinsic motivation should be accompanied by a formal effort to motivate them with a range of seminars, workshops and free yearly degree courses; this combination in order to be realized in formal Greek educational refugee/migrant settings.

### **2.2.6. How to improve the situation? Participants suggest...**

In this section of the research data analysis it is important to include the participants' suggestions for future action. The perceptions, opinions and ideas are identified but still each one of them has to propose something worth consideration, noticeable or partly unique. Below, the participants' suggestions and proposals for specialized course of action are presented and briefly commented.

Starting with what *participant 1* suggests that would be the idea of educating locals and natives on refugee/migrant student populations by introducing, applying and implementing relevant training programs on the daily schedule of a school unit.

### ***Participant 1***

*“In national level I think that we should introduce specialized subjects that refer not only to refugees and migrants but also refer to Greek students as well. For example, subjects about human rights, respect, and inclusion. These basic values so they can accept these people...”*

*As translated from the original part of the interview:*

*« Σε εθνικό επίπεδο νομίζω ότι πρέπει ... να εισάγουμε ειδικά μαθήματα που αφορούν όχι μόνο τους πρόσφυγες και τους μετανάστες αλλά που αφορούν και τα Ελληνόπουλα . Δηλαδή, μαθήματα που αφορούν τα ανθρώπινα δικαιώματα, τον σεβασμό, την συμπερίληψη. Τέτοιες βασικές αξίες ώστε να μπορούν να δεχθούν αυτούς τους ...»*

**Participant’s 2 suggestions** is about teacher empowerment through educational training that promotes not only their linguistic competence but also the cultural skills and competence in order to create a pleasant and welcoming learning environment.

### **Participant 2**

*“Teachers definitely need to attend educational programs associated with refugees and migrants .... They will initially form successful interpersonal relations and then succeed in the educative purposes.”(The original interview was in English.)*

**Participant 3** moves a little further makes suggestions that are related with the official ministerial decision making since teacher empowerment and field training should be first and foremost the Ministry’s responsibility.

### **Participant 3**

*“More concerted training, better cooperation with the ministerial policy makers or with other Ministries (e.g. External Affairs), more initiatives by the school unit itself and by the superior educational executives.”*

*As translated from the original part of the interview:*

*«Πιο συγκροτημένη επιμόρφωση, καλύτερη συνεργασία με άλλους φορείς του Υπουργείου ή και άλλων Υπουργείων (π.χ. Εξωτερικών), περισσότερες πρωτοβουλίες από την ίδια τη σχολική μονάδα και τα ανώτερα στελέχη εκπαίδευσης.»*

**Participant 4** continues referring to action that should be taken on the field of migrant populations’ integration in the Greek school institutions and the proper as well as the efficient operation of the specialized classes that are supposed to operate to assist their inclusion.

#### **Participant 4**

*“Mainly (there) should be care in schools that are not characterized as intercultural but present characteristics of multiculturalism, there (should) be some care for students who have migrant background without knowing the Greek language but they manage to fill number 7 so as a ZEP to be created. There (should) be care for these children; on how they will be integrated and included and generally how there will be the management of the multicultural class, for instance keeping some balance between assimilation and integration.”*

*As translated from the original part of the interview:*

*« Κυρίως να υπάρξει μια μέριμνα σε σχολεία που δεν είναι χαρακτηρισμένα διαπολιτισμικά αλλά παρουσιάζουν χαρακτηριστικά πολυπολιτισμικότητας, να υπάρξει μια μέριμνα για μαθητές οι οποίοι εμφανίζονται με μεταναστευτικό υπόβαθρο χωρίς να γνωρίζουν την ελληνική γλώσσα αλλά δεν καταφέρνουν να συμπληρώσουν τον αριθμό 7 ώστε να δημιουργηθεί ΖΕΠ. Να υπάρξει μια μέριμνα γι’ αυτά τα παιδιά για το πως θα συμπεριληφθούν και θα ενταχθούν και γενικότερα πως θα γίνει η διαχείριση της πολυπολιτισμικότητας δηλαδή ανάμεσα στην αφομοίωση και την ενσωμάτωση να τηρηθούν κάποιες ισορροπίες.»*

**Participant 5** points out that tutors in the specific structures should be in advance trained and educated; moreover it is interesting that she refers to facility availability and their equipment.

#### **Participant 5**

*“Eee... in order such Curriculum Programs to be successful, I think that the educators should obtain the appropriate training eee.... Before they are appointed to undertake their duties eee... and there should be, of course, the proper structure, schools or classroom.”*



*As translated from the original part of the interview:*

«Εεε... για να είναι πετυχημένα αυτά τα Προγράμματα Σπουδών θεωρώ ότι θα πρέπει οι εκπαιδευτικοί να λαμβάνουν την κατάλληλη επιμόρφωση εεε.... Πριν τους καλέσουν να αναλάβουν τα καθήκοντα τους εεε... και να υπάρχουν φυσικά οι κατάλληλες υποδομές στα σχολεία, στις τάξεις.»

Last, **Participant 6** summarizes in her comments all the other participants' suggestions and proposals; she concludes by reporting that there is an urgent need for permanent and specialized teaching staff since these structures operate mainly with substitute, low-qualified on the specific educational field tutors.

### **Participant 6**

*“I think that there should be such a programming from the Ministry so as specialized teachers to be hired or at least to be relevantly trained in the beginning of the school year. In the school unit level it is also necessary to there be impeccable cooperation among the ZEP tutors and the rest of the teaching staff. The students' distribution in ZEP classes should be done in such a way so as there will not be issues of interracial conflicts and the program of the school unit to be formulated depending on the existing needs. The most basic (element) is the existence of permanent specialized teaching staff in those structures.”*

*As translated from the original interview part:*

«Θεωρώ πως πρέπει να υπάρχει τέτοιος προγραμματισμός από το Υπουργείο, ώστε να προσλαμβάνονται ειδικευμένοι εκπαιδευτικοί ή τουλάχιστον, να επιμορφώνονται σχετικά στην αρχή του σχολικού έτους οι αναπληρωτές. Επίσης, σε επίπεδο σχολικής μονάδας είναι απαραίτητο να υπάρχει άψογη συνεργασία μεταξύ των διδασκόντων στα ΖΕΠ και του υπόλοιπου εκπαιδευτικού προσωπικού. Η κατανομή των μαθητών των τμημάτων ΖΕΠ πρέπει να γίνεται με τέτοιο τρόπο ώστε να μην προκύπτουν ζητήματα διαφυλετικών συγκρούσεων και το πρόγραμμα της σχολικής μονάδας να τροποποιείται ανάλογα με τις υπάρχουσες ανάγκες. Το βασικότερο όμως είναι η ύπαρξη μόνιμου, σταθερού και ειδικευμένου προσωπικού στις δομές αυτές.»

The clear and to the point participants' answers constitute a depiction of every teachers' notions, concepts, ideas and perspectives on refugee/migrant education; it is important, necessary and urgent official educational executives to be informed on all these real facts and exactly research conduction on variable subfields of refugee/migrant education as one way of achieving this.

The multiverse society of today demands teachers, teachers' educators and educational training programs that comply with its demanding nature and show prominent regard for this situation. Worldwide sociocultural change has become a reality; these social changes are depicted on all educational settings, on students' school life, on teacher training programs and on the annual curricula. The growing social complexity leaves no one indifferent. Throughout history is more than obvious the fact that proper schooling and quality education is for the privileged members of the society; on the contrary, the other groups of people –the underprivileged ones– remain social segregated having fewer opportunities to high standard education. The above described situation constitutes the real challenge for the teachers' educators and the students because matters such as ethnicity, cultural and linguistic different background or unequal life opportunities are introduced and are discussed in depth both awakening emotional sensitivity and helping in the formulation of new concepts, ideologies, values and beliefs in the newly ordered and structured society (Goodwin, 2010 p.26).

Taking into consideration all the participants suggestions on both institutional and individual level it is realized and understood that almost all the educators who participated in the study expected a lot of guidance from the official authorities in order to accept the new reality in the New Modern Greek School and to start thinking and endorsing that the fact of being *in-service* or *pre-service* trained on the field of refugee/migrant education. Their reluctance probably leads any initiative to a total failure since success in every career aspect presupposes willingness and enthusiasm as well as acceptance of the new reality that has created new needs for professional growth and development. Therefore, after bearing in mind the participants' views, perceptions and beliefs it is significant and necessary to highlight and consider in depth the following results derived from the participants' recommendations:

- It is obligatory before implementing any intercultural, cross-cultural or multicultural school program to inform the school community in advance about refugees and

migrants as well as about their cultural, linguistic, ethnic, racial, religious and gender background and the common difficulties that they all might face during the efforts for their education and integration. Specifically, the educators should be willing to examine and share their possible lack and weaknesses with reference to their linguistic and cultural competence.

- The steps of action should be taken towards the perspective of their cultural integration and not assimilation. Therefore, official schooling should also support the acquisition of refugees’ and migrants’ L1 as well as a means to empower their learning preparedness and identity balance in formal educational settings (Simopoulos & Magos, 2020 p.71).
- Last, the right person for the right place should be the motto for the staffing of these specialized structures for refugee/migrant student populations. The results of this choice will soon be obvious since these educators will not lack either the qualifications or the enthusiasm to obtain the highest possible ones. They will be efficient to cope with the students’ perplex needs and this demanding challenge.

### **2.2.7. Recommendations derived from the data analysis.**

Apparently, refugee/migrant students are offered with educational opportunities; but although they are reaffirmed to their right, they do not always obtain high standard quality education and they are often captured in rotating settings leading to their educational and social segregation. It is true that notable progress has been achieved on the field of refugee/migrant education since 2016 in Greece and in other countries hosting those populations. However, there is no doubt that the underprivileged students have no equal educational chances experiencing poor school environments that under grade their future qualifications as well as school accomplishments. The fact that all refugee/migrant students enrolled in primary and in secondary education-including also vocational education that mostly applies to them- does not ensure the success of the educational reforms; what is needed is to control their school attendance and their gradual transfer to the mainstream class as well as their school abandonment rates. It is necessary RFREs and RCs to have some liberty in the choice of the teaching materials and to differentiate from the national curriculum with reference to their students’ educational needs as they are observed and registered by

their educators. Non-formal education is also significant providing the students with an educational setting to enhance their skills and competences required for higher school achievement. Last but not least, their cultural, linguistic, ethnic and social diverse characteristics should be promoted in formal as well as non-formal educational contexts enforcing this way the general feelings of respect of every kind of diversity in the modern society (Simopoulos & Magos, 2020 p.71).

There are a number of persistent problems that have appeared since the first year of the operation of the RFREs and RCs classes. For example, the aforementioned school units work with teaching staff who are part-time substitute teachers at their majority. These teachers are fighting against all odds to create a normal school environment; since the operation of the specific school units has been marginalized since day one, it is also the teachers' task to convince the local community as well as the parental associations for the essentiality of their existence. Moreover, it is the teachers' obligation to create an educational framework which applies to their students' learning needs because at times the regular curriculum is not suitable for them and their tutors should be innovative and *“ready-to-act”* in the quest of the appropriate teaching materials.

Considering all the above, it is important to focus on the significance of the teacher empowerment via institutional training on refugee/migrant education and their empowerment of their sociocultural competence by providing them with cultural mediators or /and interpreters who speak the students' L1 and the suitable educational material (Simopoulos & Arvanitis, 2019; Palaiologou et al. 2019).

The answer to institutional training on refugee/migrant education is the creation of post-graduate courses by various higher education institutions and universities such as the Hellenic Open University, the Kapodistrian University and the Aegean University; most of these programs are offered via long-distant learning platforms and this way teachers who are interested are able to attend them since face-to-face presence is not considered mandatory. Furthermore, there are variable intercultural seminars with obligatory on-line attendance and assignment achievement in order to provide all educators with the skills and competences required to face this unknown yet challenging educational setting. It is true that IE is the answer so as tutors in diverse educational settings of refugee/migrant education to gain all the life skills and

advanced knowledge they need to have fruitful outcomes. Well-informed as well as well-qualified educators can assist their students to adjust to the new school environment and set aside any cultural and ethnic conflicts and contradictions. Teachers should be able to combine teaching approaches, methods and techniques with critical transformative pedagogies in order to successfully interrelate notions and concepts of social justice that society and its members need to integrate these groups of people first in education and then in other social contexts (Palailogou et al., 2019 p.186). The astonishing fact is that all these described efforts constitute institutional initiatives but in order to be fulfilled and teacher empowerment to be achieved in high quality level personal initiative is required in terms of tuition fees and suitability choice. So, although IE has been nationally and formally legislated and implemented teachers' training and individual or group professional development has not.

### **2.2.8 Research limitations and future research implications.**

As every research this research “suffers” some limitations as well; the research restrictions and limitations should be considered in the data analysis and the procedures of the generalization of the findings so as all the survey implications to be outlined and to be able to have a more spherical and overall picture of the discussed and investigated issues- in the degree that this is possible since the specific field of research is rather unmapped and difficult in the formal educational settings in Greece. First, qualitative approach with the application of semi-structured interviews could be characterized as a little biased despite every researcher's personal efforts to be objective in such kind of studies; yet the prejudices can be overcome with the use of thematic data analysis and the choice of a constructivist worldview as already mentioned. Moreover, the participants are mainly linguists and philologists-except the primary school teacher- either in the Greek or in the English language; Science or Math teachers felt a little unprepared as well as unwilling to talk about refugee/migrant education claiming during off-record discussions that learning and acquiring L2 is the most significant and essential learning process for this student populations. This fact is considered one of the major restrictions since the participants although varied in the level of their academic studies they did not vary on the academic field of studies. Another fact that could be characterized as a research

limitation is the teachers' hesitant behavior to talk about the experiences they had with refugee/migrant students since they lacked field training and educational empowerment; some participants had no previous educational training, something that was considered as an obvious obstacle constituting experience sharing impossible-although this was not the case. Meanwhile, the collected data by the answers provided by the participant indicative sample, though adequate as far as experience sharing is concerned, it was not analytical enough since there were not in depth questions exploring and commenting on their feelings and whether they were stressed struggling with this unrepresented situation.

All in all, every researcher conducting a research on the field of refugee/migrant education in Greek formal educational settings should take into account how recent is the specific education sector in Greek modern society and the acceptance of the existence of a multicultural classroom in almost all school units all over Greece. Future research in the field of teacher empowerment and training should not only focus on the successful implementation and application of the national educational frameworks and legislated reforms but also other practical matters such as observation of real-life educational contexts, monitoring of the students' reality and not registered numbers on the official documents. The participants' sample should be more variable in terms of educational expertise since not only refugee/migrant linguistic achievements constitute their education achievement as a whole. In future research it should also be examined and surveyed how formal and non-formal refugee/migrant education are connected and related and how the one can constitute an irreplaceable part of the other. Last but not least, what would complete such kind of studies is the use of mixed method of collecting the data- applying both qualitative and quantitative techniques; the current study lacks quantitative data and analysis but it still offers a partial –not complete- depiction of the efforts that have been made so far in the quiet complicated area of teacher empowerment.

## **Conclusion**

To sum up, the present study is an overall attempt to consolidate first the theoretical background that lies behind refugee/migrant education; it is obvious that although

there were educational programs for migrant and immigrant learners for all age groups – children, adolescents and adults- there was no targeted care for the refugee background student populations. Since 2015-16 that the educational framework on refugee education and IE, EI and the Multicultural Class has been voted and implemented all educators have seriously started to consider and care for these underprivileged students in the regular classroom as well. The above research outlines the existing situation on this specific field and the urgent need to overcome the huge obstacles that this global turbulence had created. Back at that time the structures had started to operate with teaching staff unaware of the significance of the situation; although the area was not completely unknown and unmapped for the minority of some teachers who had some experience with migrant student populations it still remained the most difficult and challenging task in Modern Greek Education.

The educational reform had to be successful and with remarkable results according to the efforts of other European States; that is way every aspect and perspective should have been considered. One of the prerequisites was teacher empowerment with the means of specialized field training and of the application of specific education programs apart from the operation of the facilities referring to those underprivileged populations. In the beginning the motto was something like *“let’s start and we will progressively find our way out”*; this proved to be a vain act and *preparedness* in combination with *readiness* were examined as the most suitable options-and consequently this perspective prevailed.

In order to obtain optimized results in students’ educational performance and high rates of achievement as far as the implementation of the reform is concerned teachers’ severe involvement was unavoidable. The attempts towards *teacher empowerment* made by the official authorities were partly inefficient; but the teachers’ initiatives proved once more to be the solution to the aforementioned problem.

Concluding, the current research presents the views of ordinary educators in both levels of education –primary and secondary; the research participants’ views and opinions seemed to be consistent with the general feeling that refugee/migrant education required targeted and concerted course of action in the New Greek School. The teachers’ willingness is not enough; they expect tangible official assistance so as to feel empowered, well-prepared and well-qualified in the educational setting of the

multiverse classroom. What the era and the situation demands are coordinated efforts in national, individual and in institutional level; exactly this fact was evidently proven with the completion of the above-described research.

Finally, during the past years a common strategy to investigate how Greek Language courses for migrant populations have been working was mainly by accumulating teachers' experiences and their successful efforts of implementing those practices. The organization, the recommended curricula and the teaching material used were the results of the tremendous long-term efforts to teach Modern Greek Language as L2 and to integrate it in the mainstream schooling. The same applies to the English language curriculum adopted and implemented in RFRE based on the new curriculum for foreign language education for both Greek and refugee/migrant student populations. However, the implemented course of action on the State's part faced worth to mention challenges – such as delays in the establishment and operation of these structures as well as of the supply of the teaching material, the lack of tutors' relevant training combined with the lack of a policy for grouping students were some of them that all educators working in both educational levels were called to cope with during the last years. Further investigation and thorough analysis of the teachers' views, opinions and practices in this kind of educational contexts either formal or informal, especially after the refugee crisis in 2015, is necessary and obligatory for future action. An interesting perspective and a possible future research field could be to compare and contrast the teaching practices, materials and approaches used in non-formal educational contexts with those used in formal Greek regular classes (Manoli et al., 2020 p.12).



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## Appendix A: Interview Questions (English and Greek Version) and the Consent Form.

Ελληνική Έκδοχή.

Ερωτήσεις (Δημογραφικά Στοιχεία-Χαρακτηριστικά)

1. Πόσο χρονών είστε;
2. Ποιο είναι το φύλο σας;
3. Τι έχετε σπουδάσει;
4. Είστε κάτοχος μεταπτυχιακού ή διδακτορικού τίτλου;
5. Ποιος είναι ο τομέας του μεταπτυχιακού ή/και του διδακτορικού σας τίτλου;
6. Σε ποια βαθμίδα διδάσκετε;
7. Ποιες γλώσσες μιλάτε και σε ποιο επίπεδο;
8. Πόση συνολική διδακτική εμπειρία έχετε;
9. Σε ποιες βαθμίδες της εκπαίδευσης αποκτήσατε την διδακτική σας εμπειρία;

Ερωτήσεις (Στοιχεία που αφορούν την έρευνα της ΜΔΕ)

10. Έχετε εργαστεί με μαθητές/τριες με μεταναστευτικό ή/και προσφυγικό περιβάλλον; Συγκεκριμένα έχετε εργαστεί ποτέ σε προσφυγική δομή, σε ΖΕΠ ή σε διαπολιτισμικό σχολείο;
11. Τι δυσκολίες αντιμετωπίσατε;
12. Μπορείτε να αναφέρετε την χώρα προέλευσης των μαθητών/μαθητριών με προσφυγικό/μεταναστευτικό περιβάλλον που έχετε διδάξει;
13. Οι δυσκολίες που αντιμετωπίσατε αφορούσαν την σύνθεση της διαπολιτισμικής τάξης;
14. Κατά την διάρκεια της διδακτικής σας πορείας έχετε συμμετάσχει σε επιμορφώσεις που αφορούσαν την Διαπολιτισμική εκπαίδευση, την Εκπαίδευση της Συμπερίληψης και Ενσωμάτωσης και της Πολυπολιτισμικής Τάξης;
15. Αν ναι, οι επιμορφώσεις αυτές αποτελούσαν πρωτοβουλία του σχολείου, του υπουργείου Παιδείας ή άλλων συναφών φορέων (όπως του ΙΕΠ);
16. Θεωρείτε ότι οι εκπαιδευτικοί που εργάζονται σε αυτές τις δομές είναι επαρκώς καταρτισμένοι;
17. Επιμορφώνονται πριν την έναρξη της σχολικής χρονιάς ή κατά την διάρκεια αυτής;

18. Θεωρείτε ότι οι νέες μέθοδοι και διδακτικές προσεγγίσεις (π.χ. η Διαπολιτισμική Εκπαίδευση, Εκπαίδευση της Ενσωμάτωσης και Συμπερίληψης) που έχουν υιοθετηθεί και νομοθετηθεί σε εθνικό επίπεδο στις βαθμίδες της εκπαίδευσης εφαρμόζονται με επιτυχία σε πραγματικά σχολικά περιβάλλοντα;
19. Νιώθετε επαρκώς προετοιμασμένοι/-ες και καταρτισμένοι για να ανταπεξέλθετε στις μαθησιακές ανάγκες των μαθητών/-τριών της σύγχρονης πολυπολιτισμικής τάξης;
20. Τέλος, τι θεωρείτε ότι πρέπει να γίνει και προς ποια κατεύθυνση σε εθνικό επίπεδο, σε επίπεδο σχολικής μονάδας και σε ατομικό επίπεδο για την επιτυχία αυτών των Προγραμμάτων Σπουδών και διδακτικών τεχνικών;

English Version.

#### Interview Questions (Demographic Characteristics)

1. How old are you?
2. What is your sex?
3. What are your studies?
4. Do you have a master’s degree or/and a doctorate?
5. If so, what is the field of your studies?
6. What level of education do you teach?
7. What languages do you speak and what is the level of speaking?
8. How long have you been teaching?
9. Have you gained your teaching experience in primary, secondary or higher education?

#### Interview Questions (On the field of the dissertation thesis)

10. Have you ever worked with students with migrant or/and refugee background?  
More specifically have you ever worked in a reception center, in RC or in a multicultural school?
11. What kind of difficulties have you faced?
12. Can you name the countries of origin of the students with migrant/refugee background you have taught so far?

13. The difficulties you have faced were about the composition of the multicultural classroom?
14. During your teaching career have you ever participated in educational programs about Multicultural Education, Education of Inclusiveness, Education of Integration and training programs about teaching techniques in the Multicultural classroom?
15. If so, whose initiative was those educational programs, of the school unit, of the ministry of the education or some other official relevant organization (such as IEP)?
16. Do you consider that the educators who work in those educational structures are well qualified?
17. Are they trained before the start of the school year or during the school year?
18. Do you think that new methods or teaching approaches (e.g. Multicultural Education, Education of Inclusiveness, education of Integration) that have been adopted and legislated in national level at all educational levels are successfully implemented in real school environments?
19. Do you feel well prepared and qualified enough to cope with the educational needs of the students in the modern multicultural classroom?
20. Finally, what do you consider should be done and towards what direction in national level, in school unit level and in personal level so as the new educational programs, the new teaching approaches and techniques to succeed?

**Participant Information and Consent Form for the postgraduate program  
“Language teaching to Migrants and Refugees”.**

About this study

It is a research that investigates the efforts that have been made so far on the field of the education of migrants/refugees in Greek schools in both primary and secondary education. The research is focused on the educators’ perceptions, principals and beliefs as well as their feelings of readiness in the multicultural/-diverse classroom, how they become empowered, “ready to act” teachers and realizes theories into practice.

Where can I find additional information

If you need any further information or if you would like to voice a concern on the above described research please donot hesitate to contact:

Student: Xanthi Zafeiri [std513184@ac.eap.gr](mailto:std513184@ac.eap.gr)

Supervisor: Despoina Akriotou [akriotou.despoina@ac.eap.gr](mailto:akriotou.despoina@ac.eap.gr)

Informed consent

Please tick a box (YES or NO) next to each of the statements below:

The researcher has explained to me everything I needed to know about this study, and has answered all my questions.	<input type="radio"/> YES	<input type="radio"/> NO
I understand that some of the information I give will be printed in research documents, but my name will not be used, and that the researcher will not share any information that makes me unsafe.	<input type="radio"/> YES	<input type="radio"/> NO
I understand that I can stop helping with this project whenever I want, and that I don’t have to explain why.	<input type="radio"/> YES	<input type="radio"/> NO
I agree to take part in this study.	<input type="radio"/> YES	<input type="radio"/> NO

Date & Signatures

\_\_\_\_\_  
(research participant)

\_\_\_\_\_  
(researcher)



## Appendix B: Interview Transcripts and Manuscripts.

### Participant 1

S1: Πόσο χρονών είστε;

S2: Είμαι 35 χρονών.

S1: Ποιο είναι το φύλο σας;

S2: Γυναίκα.

S1: Τι έχετε σπουδάσει;

S2: Εεε... έχω τελειώσει Ελληνική Φιλολογία στο ΑΠΘ, έχω μεταπτυχιακό στη θεωρητική γλωσσολογία και σπουδάζω τώρα μια δεύτερη σχολή, ένα δεύτερο Bachelor Σπουδές στον Ελληνικό Πολιτισμό στο ΕΑΠ.

S1: Είστε κάτοχος μεταπτυχιακού ή διδακτορικού τίτλου;

S2: Ναι.....εεε μεταπτυχιακό στη θεωρητική γλωσσολογία του ΑΠΘ.

S1: Ποιος είναι ο τομέας του μεταπτυχιακού σας;

S2: Εεε... Γλωσσολογία.

S1: Σε ποια βαθμίδα διδάσκετε;

S2: Δευτεροβάθμια.

S1: Ποιες γλώσσες μιλάτε και σε πιο επίπεδο;

S2: Εεε...πολύ εεε... άριστη γνώση αγγλικά και καλή γνώση γερμανικά.

S1: Πόση συνολική διδακτική εμπειρία έχετε;

S2: Εεε... στη μη τυπική εκπαίδευση περίπου 3 χρόνια και στην τυπική φέτος επίσημα.

S1: Σε ποιες βαθμίδες της εκπαίδευσης αποκτήσατε την διδακτική σας εμπειρία;

S2: Εεε... στη μη τυπική εκπαίδευση ξεκίνησα και δούλενα με ενήλικες εεε... με ασυνόδευτα παιδιά εεε... και δούλενα και δίδασκα σε παιδάκια 4 χρονών ως ενήλικες δηλαδή όσο πάει και στη μη τυπική εκπαίδευση σε εφήβους από 15 μέχρι 17 ετών .

S1: Έχετε εργαστεί με μαθητές/-τριες με μεταναστευτικό ή/και προσφυγικό περιβάλλον. Συγκεκριμένα, έχετε εργαστεί ποτέ σε προσφυγική δομή, ΖΕΠ ή σε διαπολιτισμικό σχολείο;

S2: Ναι έχω εργαστεί σε δύο προσφυγικές δομές στην δομή στον Βόλο στον Μόζα ήμουν η μόνη καθηγήτρια που δούλενα εκεί πέρα και κρατούσα την δομή ως educator και μετά με πήγαν στο Κουτσόχερο ήμουνα εγώ και άλλοι καθηγητές.

S1: Ωραία...εεε χμ... τι δυσκολίες αντιμετωπίσατε;

S2: Είχαμε διάφορες δυσκολίες για παράδειγμα μια δυσκολία αφορούσε την εεε... την διαφορετική κουλτούρα που είχανε αυτοί οι άνθρωποι γι' αυτόν τον λόγο χρησιμοποιούσαμε και cultural mediators δηλαδή πολιτισμικούς διαμεσολαβητές που μας βοηθούσαν σχετικά μ' αυτό. Εεε... ζητήματα διδασκαλίας με τη γλώσσα, δεν μπορούσαμε να συνεννοηθούμε συνεπώς δεν μπορούσαμε να διδάξουμε ... ήταν αυτές ήταν οι δύο βασικές δυσκολίες και άλλες πολλές αλλά αναφέρω τις βασικότερες.

S1: Ωραία ... αν θέλετε να αναφέρετε και κάποιες πιο ...εεε

S2: Ναι για παράδειγμα όταν ... πιο συγκεκριμένα ήμασταν για παράδειγμα στην αίθουσα και παιδάκι μιας γυναίκας μιας άλλης εθνικότητας δεν ήθελε να καθίσει δίπλα σε αγόρι μιας άλλης εθνικότητας και το θέμα ήταν εθνικό αφορούσε δηλαδή και το... την εθνικότητα τους αλλά και την ...το φύλο τους. Εγώ ως εκπαιδευτικός δεν το ήξερα γιατί δεν ήθελε να καθίσει για παράδειγμα.

S1: Ναι, ναι, ναι ... ωραία.

S2: Ναι πιο συγκεκριμένα.

S1: Πιο συγκεκριμένο παράδειγμα..., μπορείτε να αναφέρετε την χώρα προέλευσης μαθητών/-τριών με προσφυγικό/ μεταναστευτικό περιβάλλον που έχετε διδάξει;

S2: Ναι έχω διδάξει σε παιδάκια ... και σε ενήλικες και παιδιά από την Συρία, εεε... από το Αφγανιστάν, από τη Σομαλία, από το Καμερούν γενικά ανατολικές χώρες. Συγκεκριμένα δεν μπορώ να θυμηθώ τώρα ... είχαμε Αφρικανούς σίγουρα και αραβόφωνους, Άραβες.

S1: Ωραία οι δυσκολίες που αντιμετωπίσατε αφορούσαν την σύνθεση της διαπολιτισμικής τάξης δηλαδή για παράδειγμα αφορούσαν ... ήταν εθνικό αυτό που αναφέρατε πριν... ήταν εθνικά τα θέματα, φυλετικά τα θέματα.

S2: Εμείς επειδή δεν ... εγώ δούλευα σε μη κυβερνητική οργάνωση σκοπός μας ήταν να βοηθήσουμε την συμπερίληψη και επειδή ήταν αυτός ο σκοπός μας δεν χωρίζαμε τα παιδιά με βάση την εθνικότητα οπότε... Άρα, αυτό δεν σημαίνει ότι δεν υπήρχαν και εχθρότητες μεταξύ τους γιατί παιδάκια που ήταν αραβάκια, αραβόφωνα παιδάκια από το Αφγανιστάν ή και Αφρικανάκια με παιδάκια από το Αφγανιστάν και γενικά αραβόφωνα ερχόντουσαν σε σύγκρουση.

S1: Μάλιστα... άρα υπήρχαν και συγκρούσεις και διαπολιτισμικές συγκρούσεις.

S2: Ναι, ναι, ναι, ναι

S1: Ωραία

S2: Γενικά ήτανε ανάλογα την δομή. Αν τα περισσότερα παιδιά ήταν Άραβες τότε θεωρούσαν ότι ήταν αυτοί τα αφεντικά αν τα περισσότερα παιδιά ήταν Αφρικανάκια όπως στο Μόζα στο Βόλο που ήμουνα αυτοί ήτανε οι αρχηγοί και κάνανε δύσκολη την ζωή στα άλλα τα παιδάκια αλλά εμείς βοηθήσαμε την συμπερίληψη

S1: Εεεε...κατά την διάρκεια της διδακτικής σας πορείας έχετε συμμετάσχει σε επιμορφώσεις που αφορούσαν την Διαπολιτισμική Εκπαίδευση της Συμπερίληψης, της Ενσωμάτωσης και της πολυπολιτισμικής τάξης;

S2: Εεεε...συγκεκριμένα κάποιο μεταπτυχιακό δεν έχω κάνει που να αφορά αυτό το κομμάτι αλλά έχω κάνει κάποιο σεμινάριο πολλών ωρών άνω των διακοσίων δεν θυμάμαι ακριβώς τις ώρες αλλά έχω κάνει κάποιο σεμινάριο και στην οργάνωση που ήμουνα κάναμε πάρα πολλά σεμινάρια για θέματα ...vulnerability, προστασίας των παιδιών, ανθρώπινα δικαιώματα και τέτοια πολλά τα οποία ήταν δικά τους από συγκεκριμένες ιστοσελίδες και δεν τις θυμάμαι αλλά μπορώ να τις βρω αν θέλετε.

S1: Όχι, δεν είναι ανάγκη απλά έχετε χμ έχετε επιμορφωθεί στην δομή όπου εργαζόσασταν.

S2: Ναι, ναι, ναι

S1: Ωραία

S2: Συγγνώμη που διακόπτω μας έστελναν συνέχεια για εκπαίδευση, να κάνουμε trainings on-line και με ανθρώπους που ερχόντουσαν και live.

S1: Μάλιστα εεε ... στο σχολείο όπου διδάσκετε τώρα έχετε κάνει κάποιο διαπολιτισμικό σεμινάριο;

S2: Αυτή τη χρονιά όχι δεν έχω κάνει. Έχω αυτό που σας είπα προηγουμένως αλλά δεν ξανάκανα γιατί δεν βρήκα και την ... δεν υπήρχε κάτι άλλο ενδιαφέρον ήτανε μόνο αυτό για την διαπολιτισμική εκπαίδευση. Κάποιο άλλο πιο εξειδικευμένο για κάτι άλλο που με ενδιέφερρ δεν υπήρχε. Άλλωστε δεν είχα παιδάκια φέτος προσφυγόπουλα. Είχα όμως μετανάστες.

S1: Μάλιστα. Παρολαυτά δεν είχατε επιμόρφωση στην αρχή της χρονιάς. Αν ναι οι επιμορφώσεις αυτές αποτελούσαν πρωτοβουλία του σχολείου, του υπουργείου παιδείας ή άλλων συναφών φορέων όπως του ΙΕΠ;

S2: Εγώ στο ΙΕΠ δεν βρήκα κάτι σχετικό με τους πρόσφυγες ίσως μπορεί να μην το έχει παρει και το μάτι μου άρα δεν μπορώ να απαντήσω με σιγουριά αλλά εγώ δεν βρήκα συγκεκριμένα μπηκά των φιλολόγων ΠΕ02 που είμαι οπότε δεν ασχολήθηκα με τα άλλα.

S1: Θεωρείτε ότι οι εκπαιδευτικοί που εργάζονται σ' αυτές τις δομές είναι επαρκώς καταρτισμένοι;

S2: Όχι. Γιατί το βασικότερο πράγμα που πρέπει να κάνουν ξέρει ένας εκπαιδευτικός που δουλεύει σε μια αίθουσα που χαρακτηρίζεται από πολυπολιτισμικότητα είναι να ξέρει τουλάχιστον πως να εεε... εφαρμόζει την διαφοροποιημένη διδασκαλία και αυτό νομίζω ότι δεν το ξέρουν γιατί είναι και πάρα πολύ δύσκολο γιατί είσαι ένας εκπαιδευτικός πολλά τα παιδιά και διάφορες ηλικίες που είναι σε μια αίθουσα οπότε είναι πολύ δύσκολο να εφαρμοστεί αυτό.

S1: Χμ... εεε λοιπόν εεε επιμορφώνονται πριν την έναρξη της σχολικής χρονιάς ή κατά την διάρκεια αυτής οι εκπαιδευτικοί που εργάζονται σ' αυτές τις δομές;

S2: Εγώ όταν εργαζόμουνα συνέχεια συμμετείχα σε trainings σε ειδικές ... ειδικά θεωρητικά σεμινάρια δηλαδή καθ'όλη την διάρκεια της χρονιάς αλλά νομίζω ότι έμαθα το έμαθα από την εμπειρία.

S1: Μάλιστα ωραία εεε... θεωρείται ότι νέες μέθοδοι και νέες διδακτικές προσεγγίσεις όπως ας πούμε η Διαπολιτισμική Εκπαίδευση ή η Εκπαίδευση Ενσωμάτωσης και συμπερίληψης που έχουν υιοθετηθεί και νομοθετηθεί σε εθνικό επίπεδο στις δύο βαθμίδες της εκπαίδευσης στην Πρωτοβάθμια και στην Δευτεροβάθμια εφαρμόζονται με επιτυχία σε πραγματικά σχολικά περιβάλλοντα;

S2: Ε... σίγουρα οι ... εγώ μπορώ να μιλήσω από την πρωτοβάθμια. Δευτεροβάθμια δεν έχω δει κάτι να υπάρχει κάτι σχετικό στην δευτεροβάθμια. Πρωτοβάθμια ειδικά σχολεία και τα τμήματα ένταξης που έχει ιδρύσει το κράτος κάνουνε δουλεία γιατί είναι απλό, για παράδειγμα. Επειδή έχουνε βιβλίο. Εμείς στη μη τυπική εκπαίδευση δεν είχαμε βιβλίο. Το «Γεια σας» έχει την δυνατότητα που αφήνει, που επιτρέπει στον μαθητή να ακολουθεί τον δικό του ρυθμό και να μαθαίνει με τις δικές του, με βάση τις δικές του ανάγκες. Αυτό το βιβλίο ήταν πολύ σημαντικό. Γιατί εμείς ήμασταν στη μη τυπική, ήμασταν τελείως ελεύθεροι.

S1: Μάλιστα ωραία εεε... νιώθετε επαρκώς προετοιμασμένοι και καταρτισμένοι για να ανταπεξέλθετε στις μαθησιακές ανάγκες των μαθητών/-τριών της σύγχρονης πολυπολιτισμικής τάξης;

S2: Εγώ παρόλο που έχω εμπειρία δεν θεωρώ ότι είμαι επαρκώς προετοιμασμένη γι' αυτό το θέμα γιατί κάθε μέρα που περνάει είναι μια καινούργια μέρα με νέες προκλήσεις αλλά γενικά η εμπειρία σίγουρα βοηθάει αλλά νομίζω ότι στον τομέα αυτό έχουμε μεγάλο εεε... πολύ δρόμο ακόμα να διασχίσουμε αυτό ως Έλληνες και ως εκπαιδευτικοί.

S1: Και τέλος, τι θεωρείτε ότι πρέπει να γίνει και προς ποια κατεύθυνση σε εθνικό επίπεδο, σε επίπεδο σχολικής μονάδας και σε ατομικό επίπεδο για την επιτυχία αυτών των Προγραμμάτων Σπουδών και διδακτικών τεχνικών; Ας αρχίσουμε σε εθνικό επίπεδο τι πρέπει να γίνει σε εθνικό επίπεδο;

S2: Σε εθνικό επίπεδο νομίζω ότι πρέπει να βάλουμε, να εισάγουμε ειδικά μαθήματα που αφορούν όχι μόνο τους πρόσφυγες και τους μετανάστες αλλά που αφορούν και τα Ελληνόπουλα δηλαδή μαθήματα που αφορούν τα ανθρώπινα

δικαιώματα, τον σεβασμό, την συμπερίληψη. Τέτοιες βασικές αξίες ώστε να μπορούν να δεχθούν αυτούς τους ανθρώπους γιατί ακόμα και στο σχολείο που ήμουν ειδικότερα στο ΕΠΑ.Λ που είμαι, ήμουν φέτος ήταν ενδιαφέρον ότι άτομα που ήταν ξένα κορόιδευαν άλλα που ήταν ξένα για το ότι ήταν ξένα δεν ξέρω αν με καταλαβαίνετε .

S1: Ναι καταλαβαίνω τι εννοείτε.

S2: οπότε θεωρώ ότι είναι ... ότι πρέπει να μούνε στα σχολεία ειδικά μαθήματα πρέπει να προνοήσει το κράτος και ειδικότερα στα σχολεία να διδάσκονται μαθήματα που θα πρέπει να βασίζονται στην βιωματική μάθηση.

S1: Ωραία, σε επίπεδο σχολικής μονάδας;

S2: Το ίδιο γι'αυτό μίλησα συγκεκριμένα δεν μίλησα ...

S1: Δηλαδή ας πούμε το σχολείο να έχει προγράμματα, να δέχεται εγγραφές τέτοιων προγραμμάτων.

S2: Συγκεκριμένα προγράμματα που αφορούν και τους Έλληνες και τους μετανάστες και τους πρόσφυγες και μάλιστα να αλλάξει όλο το σύστημα του προς μια βιωματική μάθηση, προς πιο βιωματικές δραστηριότητες.

S1: Μάλιστα, και σε ατομικό επίπεδο ο καθένας εκπαιδευτικός;

S2: Σε ατομικό επίπεδο νομίζω ότι ο καθένας εκπαιδευτικός πρέπει να μαθαίνει συνέχεια καινούργια πράγματα, να έχει τη διάθεση να εφαρμόζει τις νέες τεχνικές και τις νέες διδασκαλίες αλλά σ'αυτό πρέπει να προνοήσει και το κράτος γιατί για παράδειγμα αν είσαι σ'ένα σχολείο δύσκολο όπως είναι το ΕΠΑ.Λ που γενικά παραδοσιακά είναι ένα δύσκολο σχολείο, δεν έχει..., δεν μπορεί ο εκπαιδευτικός να τα εφαρμόσει αυτά.

S1: Μάλιστα, να κάνω και εγώ μια τελευταία ερώτηση. Από την εμπειρία σας στο ΕΠΑ.Λ και στη μη τυπική εκπαίδευση προσφύγων εεε... στο ΕΠΑ.Λ είχατε μεταναστευτικό ... μαθητές με μεταναστευτικό υπόβαθρο

S2: Στο ΕΠΑ.Λ

S1: Ναι στο ΕΠΑ.Λ με μεταναστευτικό υπόβαθρο και Ελληνόπουλα, στη μη τυπική εκπαίδευση κυρίως πρόσφυγες από ποια ...

S2: Κυρίως τους ονομάζαμε ωφελούμενους γιατί δεν γνωρίζαμε το status τους.

S1: Μάλιστα εεε...ααα...ποιες από τις δύο εμπειρίες θεωρείται ότι ήταν πιο εποικοδομητική για την μελλοντική σας καριέρα, διδακτική ...

S2: Το προσφυγικό γιατί έμαθα να είμαι δημιουργική, να ελίσσομαι να προσαρμόζομαι. Άνοιξα τελείως γιατί δούλευα από 4 χρονών, δίδασκα σε 4 χρονών σε μικρά παιδάκια που ήταν νηπιάκια μέχρι ενήλικες.

S1: Χμ ... ωραία.

S2: Και αυτό ήταν μια ωραία εμπειρία που ήταν πολύτιμη και δεν θα την άλλαξα με τίποτα.

S1: Μάλιστα, ωραία. Ευχαριστώ πολύ για την βοήθεια.

S2: Να ‘στε καλά.

## **Participant 2**

1. How old are you?

S: I am 47 years old.



2. What is your sex?

S: Female.

3. What are your studies?

S: I have studied English.

4. Do you have a master's degree or/and a doctorate?

S: I have a master's degree.

5. If so, what is the field of your studies?

S: I hold a master's degree in Translation.

6. What level of education do you teach?

S: I am a secondary school English teacher.

7. What languages do you speak and what is the level of speaking?

S: I speak French and Italian, both at A1 level.

8. How long have you been teaching?

S: I have been teaching for 23 years.

9. Have you gained your teaching experience in primary, secondary or higher education?

S: I have gained experience both in primary and secondary education.

10. Have you ever worked with students with migrant or/and refugee background? More specifically have you ever worked in a reception center, in ZEP or in a multicultural school?

S: I have worked with students with migrant and refugee background in ordinary state schools.

11. What kind of difficulties have you faced?

S: The main difficulty is the language barrier. When there are new arrivals in class, they usually speak neither Greek nor English at all. A very small percentage might speak basic English. Students may differ in race, religion or family background and they are not easily accepted by their classmates. Also their parents seldom appear at school in order to collaborate with the teachers.

12. Can you name the countries of origin of the students with migrant/refugee background you have taught so far?

S: They come from Albania, Bulgaria, Syria and Iraq.

13. The difficulties you have faced were about the composition of the multicultural classroom?

S: The main issue is the plurality of students' native languages that the teacher is called to resolve. In some cases, there are students coming from the same country but speak different dialects and cannot even communicate with each other. They need to understand what the teacher says but also acquire new knowledge in a variety of subjects, new customs and behaviors. The students also form poor relationships with their peers and cooperation in class is difficult.

14. During your teaching career have you ever participated in educational programs about Multicultural Education, Education of Inclusiveness, Education of

Integration and training programs about teaching techniques in the Multicultural classroom?

S: I have only attended two 3-hour seminars on Education of Inclusiveness.

15. If so, whose initiative was those educational programs, of the school unit, of the ministry of the education or some other official relevant organization (such as IEP)?

S: Those seminars were organized by teachers or educational consultants of the school.

16. Do you consider that the educators who work in those educational structures are well qualified?

S: I feel that the majority isn't, but some of them hold masters degrees associated with refugee and migration studies that give them skills to work with refugees and migrants.

17. Are they trained before the start of the school year or during the school year?

S: The seminars I am aware of are usually offered during the school year.

18. Do you think that new methods or teaching approaches (e.g. Multicultural Education, Education of Inclusiveness, Education of Integration) that have been adopted and legislated in national level at all

Educational levels are successfully implemented in real school environments?

S: When they are carried out by well qualified teachers, yes.

19. Do you feel well prepared and qualified enough to cope with the educational needs of the students in the modern multicultural classroom?

S: Not really. I need to attend programs and gain both skills and confidence to do so. So far I experiment with what I find and study on the Internet. Also being a member in a teachers’ digital society is extremely helpful.

20. Finally, what do you consider should be done and towards what direction in national level, in school unit level and in personal level so as the new educational programs, the new teaching approaches and techniques to succeed?

S: Teachers definitely need to attend educational programs associated with refugees and migrants and schools need permanent educators to deal with the students. They will initially form successful interpersonal relations and then succeed in their educative purposes.

### **Participant 3**

1. Πόσο χρονών είστε/είσαι;

S: Είμαι 41 ετών.

2. Ποιο είναι το φύλο σας;

S: Άρρεν

3. Τι έχετε σπουδάσει;

S: Φιλολογία και Θεολογία στο ΑΠΘ

4. Είστε κάτοχος μεταπτυχιακού ή διδακτορικού τίτλου;

S: Έχω παρακολουθήσει μεταπτυχιακές και διδακτορικές σπουδές στο ΑΠΘ.

5. Ποιος είναι ο τομέας του μεταπτυχιακού ή/και του διδακτορικού σας τίτλου;

S: Μεσαιωνική Ελληνική Φιλολογία

6. Σε ποια βαθμίδα διδάσκετε;

S: Δευτεροβάθμια

7. Ποιες γλώσσες μιλάτε και σε ποιο επίπεδο;

S: Αγγλικά (C2), Γερμανικά και Γαλλικά (B2)

8. Πόση συνολική διδακτική εμπειρία έχετε;

S: 3 χρόνια στη δημόσια δευτεροβάθμια, εκπαίδευση, 15 χρόνια στην δευτεροβάθμια ιδιωτική και 5 στην τριτοβάθμια

9. Σε ποιες βαθμίδες της εκπαίδευσης αποκτήσατε την διδακτική σας εμπειρία;

S: Στη δευτεροβάθμια και στην τριτοβάθμια

10. Έχετε εργαστεί με μαθητές/τριες με μεταναστευτικό ή/και προσφυγικό περιβάλλον;

S: Συγκεκριμένα έχετε εργαστεί ποτέ σε προσφυγική δομή, σε ΖΕΠ ή σε διαπολιτισμικό σχολείο; Ναι

11. Τι δυσκολίες αντιμετωπίσατε;

S: Κυρίως επικοινωνίας αλλά και συνεργασίας. Οι απαιτήσεις του ελληνικού συστήματος παρουσιάζουν διαφορές από το αντίστοιχο των χωρών προέλευσης.

12. Μπορείτε να αναφέρετε την χώρα προέλευσης των μαθητών/μαθητριών με προσφυγικό/μεταναστευτικό περιβάλλον που έχετε διδάξει;

S: Συρία.

13. Οι δυσκολίες που αντιμετωπίσατε αφορούσαν την σύνθεση της διαπολιτισμικής τάξης;

S: Ναι, γιατί δεν υπήρχε από πλευράς των μαθητών συνεργατικότητα.

14. Κατά την διάρκεια της διδακτικής σας πορείας έχετε συμμετάσχει σε επιμορφώσεις που αφορούσαν την Διαπολιτισμική εκπαίδευση, την Εκπαίδευση της Συμπερίληψης και Ενσωμάτωσης και της Πολυπολιτισμικής Τάξης;

S: Ναι

15. Αν ναι, οι επιμορφώσεις αυτές αποτελούσαν πρωτοβουλία του σχολείου, του υπουργείου Παιδείας ή άλλων συναφών φορέων (όπως του ΙΕΠ);

S: Κυρίως του ΙΕΠ αλλά και άλλων φορέων.

16. Θεωρείτε ότι οι εκπαιδευτικοί που εργάζονται σε αυτές τις δομές είναι επαρκώς καταρτισμένοι;

S: Όχι επαρκώς, αλλά καταβάλλουν προσπάθειες κατάρτισης.

17. Επιμορφώνονται πριν την έναρξη της σχολικής χρονιάς ή κατά την διάρκεια αυτής;

S: Κατά τη διάρκειά της

18. Θεωρείτε ότι οι νέες μέθοδοι και διδακτικές προσεγγίσεις (π.χ. η Διαπολιτισμική Εκπαίδευση, Εκπαίδευση της Ενσωμάτωσης και Συμπερίληψης) που έχουν υιοθετηθεί και νομοθετηθεί σε εθνικό επίπεδο στις βαθμίδες της εκπαίδευσης εφαρμόζονται με επιτυχία σε πραγματικά σχολικά περιβάλλοντα;

S: Όχι εντελώς, αλλά σίγουρα έχει επέλθει βελτίωση συγκριτικά με τα προηγούμενα χρόνια.

19. Νιώθετε επαρκώς προετοιμασμένοι/-ες και καταρτισμένοι για να ανταπεξέλθετε στις μαθησιακές ανάγκες των μαθητών/-τριών της σύγχρονης πολυπολιτισμικής τάξης;

S: Όχι, δεν υπάρχουν άλλωστε και σαφείς οδηγίες από το Υπουργείο.

20. Τέλος, τι θεωρείτε ότι πρέπει να γίνει και προς ποια κατεύθυνση σε εθνικό επίπεδο, σε επίπεδο σχολικής μονάδας και σε προσωπικό επίπεδο για την επιτυχία αυτών των Προγραμμάτων Σπουδών και διδακτικών τεχνικών;

S: Πιο συγκροτημένη επιμόρφωση, καλύτερη συνεργασία με άλλους φορείς του Υπουργείου ή και άλλων Υπουργείων (π.χ. Εξωτερικών), περισσότερες πρωτοβουλίες από την ίδια τη σχολική μονάδα και τα ανώτερα στελέχη εκπαίδευσης.

#### **Participant 4**

S1: Πόσο χρονών είστε;

S2: 51

S1: Ποιο είναι το φύλο σας;

S2: Γυναίκα.

S1: Τι έχετε σπουδάσει;

S2: Φιλολογία Ελληνική.

S1: Είστε κάτοχος μεταπτυχιακού ή διδακτορικού τίτλου;

S2: Και των δύο τίτλων και μεταπτυχιακού και διδακτορικού.

S1: Ποιος είναι ο τομέας του μεταπτυχιακού ή/και του διδακτορικού σας τίτλου;

S2: Εεε...του μεταπτυχιακού είναι Θεωρία Λογοτεχνίας, Συγκριτική Γραμματολογία Μεταφρασεολογία εεε... ήταν διατμηματικό εεε... και του διδακτορικού είναι στην Νεοελληνική Φιλολογία.

S1: Σε ποια βαθμίδα διδάσκετε;

S2: Δευτεροβάθμια Εκπαίδευση.

S1: Ποιες γλώσσες μιλάτε και σε ποιο επίπεδο;

S2: Μμμ...εεε Γαλλικά Γ2, Αγγλικά β2, Ρωσικά Β2.

S1: Πόση συνολική διδακτική εμπειρία έχετε;

S2: 2 χρόνια ως νεοδιόριστη , μια σχολική χρονιά στην ιδιωτική εκπαίδευση και 7 χρόνια μμμ... σε προγράμματα που ανανεώνονταν σε δομή εεε... σε μη κυβερνητική οργάνωση , μη κερδοσκοπικού χαρακτήρα εεε...που απευθυνόταν σε αλλοδαπούς , διδασκαλία της ελληνικής γλώσσας.

S1: Σε ποιες βαθμίδες της εκπαίδευσης αποκτήσατε την διδακτική σας εμπειρία;

S2: Στη δευτεροβάθμια εκπαίδευση και στην εκπαίδευση ενήλικων.

S1: Ωραία, έχετε εργαστεί με μαθητές/τριες με μεταναστευτικό ή/και προσφυγικό περιβάλλον; Συγκεκριμένα έχετε εργαστεί ποτέ σε προσφυγική δομή, σε ΖΕΠ ή σε διαπολιτισμικό σχολείο;

S2: Όχι σε κάτι από αυτά τα τρία εεε... ωστόσο σε εεε... μη κυβερνητική οργάνωση, μη κερδοσκοπικού χαρακτήρα εεε... εργάστηκα με μαθητές/-τριες ενήλικες με μεταναστευτικό κατεξοχήν υπόβαθρο.

S1: Τι δυσκολίες αντιμετωπίσατε;



S2: Οι δυσκολίες ήταν ως προς να τηρηθούν ισορροπίες να μην υπάρχουν όμως εντάσεις μέσα στο πλαίσιο της τάξης, να υπάρχει σεβασμός πράγμα το οποίο διασφαλιζόταν και από τις προϋποθέσεις ...μμμ προκειμένου να γίνουν δέκτες οι αιτήσεις των μαθητών/-τριών στο συγκεκριμένο πρόγραμμα.

S1: Μπορείτε να αναφέρετε την χώρα προέλευσης των μαθητών/μαθητριών με προσφυγικό/μεταναστευτικό περιβάλλον που έχετε διδάξει;

S2: Η πλειοψηφία τους ήταν από την πρώην Σοβιετική Ένωση από βαλκανικές χώρες εεε...ωστόσο υπήρχαν και εκπροσωπήσεις απ'όλες τις άλλες ηπείρους.

S1: Μάλιστα, οι δυσκολίες που αντιμετωπίσατε αφορούσαν την σύνθεση της διαπολιτισμικής τάξης;

S2: Οποσδήποτε έπρεπε να είναι τεταμένη η προσοχή ως προς αυτό με την έννοια ... εεε έπρεπε να περιφρουρούμε ότι αν τηρούνται οι προϋποθέσεις που είχαν υπογράψει ότι δεν θα γίνονται θρησκευτ... συζητήσεις θρησκευτικού περιεχομένου και πολιτικού χαρακτήρα για να αποφεύγονται οι εντάσεις και να υπάρχει ένα κλίμα φιλίας, αποδοχής, αλληλεγγύης μεταξύ των μαθητών /-τριων.

S1: Κατά την διάρκεια της διδακτικής σας πορείας έχετε συμμετάσχει σε επιμορφώσεις που αφορούσαν την Διαπολιτισμική εκπαίδευση, την Εκπαίδευση της Συμπερίληψης και Ενσωμάτωσης και της Πολυπολιτισμικής Τάξης;

S2: Εεεε... κατά τη διάρκεια της διδασκαλίας της ελληνικής γλώσσας ως δεύτερης γλώσσας παρακολούθησα σεμινάριο του κέντρου Ελληνικής Γλώσσας για τη διδασκαλία της ελληνικής ως δεύτερης ξένης και παρακολουθούσα και ημερίδες σχετικές μ' αυτό το θέμα εεε...μμμ... με δική μου πρωτοβουλία εεε... και μετά στο πλαίσιο εεε...του διορισμού μου επέλεξα μόνη μου, με δική μου πρωτοβουλία εεε... να παρακολουθήσω σεμινάριο διαπολιτισμικής αγωγής στο οποίο ήτανε που το πλήρωσα εγώ.

S1: Μμμμ...ωραία. Αν ναι, οι επιμορφώσεις αυτές αποτελούσαν πρωτοβουλία του σχολείου, του υπουργείου Παιδείας ή άλλων συναφών φορέων (όπως του ΙΕΠ);

S2: Δεν ήταν πρωτοβουλία του σχολείου ήταν προσωπική επιλογή εεε... βέβαια το ΙΕΠ έκανε την εισαγωγική επιμόρφωση των... των νεοδιόριστων όπου περιλαμβάνονταν τέτοιου τύπου θεματικές σχετικά με την διαπολιτισμική εκπαίδευση και την ευαισθησία στο θέμα της συμπερίληψης αλλά αυτές οι επιμορφώσεις ήταν άσχετες από την εισαγωγική του ΙΕΠ.

S1: Ωραίααα..... Θεωρείτε ότι οι εκπαιδευτικοί που εργάζονται σε αυτές τις δομές είναι επαρκώς καταρτισμένοι;

S2: Δεν το γνωρίζω αλλά θέλω να το πιστεύω.

S1: Ωραίααα..... Επιμορφώνονται πριν την έναρξη της σχολικής χρονιάς ή κατά την διάρκεια αυτής;

S2: Δεν γνωρίζω ακριβώς πως γίνονται οι διαδικασίες γιατί δεν έχω λάβει μέρος σε τέτοιου τύπου εεε... δομές.

S1: Θεωρείτε ότι οι νέες μέθοδοι και διδακτικές προσεγγίσεις (π.χ. η Διαπολιτισμική Εκπαίδευση, Εκπαίδευση της Ενσωμάτωσης και Συμπερίληψης) που έχουν υιοθετηθεί και νομοθετηθεί σε εθνικό επίπεδο στις βαθμίδες της εκπαίδευσης εφαρμόζονται με επιτυχία σε πραγματικά σχολικά περιβάλλοντα;

S2: Εεε... πιστεύω ότι εναπόκειται και στην πρωτοβουλία και στην διάθεση του εκπαιδευτικού, να εφαρμόσει αυτά που θεωρητικά μαθαίνει από τα σεμινάρια και τα λοιπά εεε.... Ωστόσο υπάρχει.. υπάρχουν και κάποια κενά στο πως θα εφαρμοστούν εεε... αυτές οι πρακτικές ... οπωσδήποτε υπάρχει μια ευαισθησία ως προς αυτά τα ζητήματα αλλά το θέμα της πολυπολιτισμικότητας που παρουσιάζεται σε σχολεία που δεν χαρακτηρίζονται διαπολιτισμικά εεε... είναι ένα ζήτημα που δεν έχει οριοθετηθεί ακριβώς.

S1: Ωραία..... Νιώθετε επαρκώς προετοιμασμένοι/-ες και καταρτισμένοι για να ανταπεξέλθετε στις μαθησιακές ανάγκες των μαθητών/-τριών της σύγχρονης πολυπολιτισμικής τάξης;

S2: Λόγω της διαδρομής μου έχω κάποια εφόδια ωστόσο δεν θεωρώ ότι τα γνωρίζω όλα σίγουρα είμαι ανοιχτή να μάθω και περισσότερα πράγματα για να βοηθήσω τους μαθητέ/-τριες. Σίγουρα υπάρχει δυνατότητα βελτίωσης.

S1: Χμμμ.....Τέλος, τι θεωρείτε ότι πρέπει να γίνει και προς ποια κατεύθυνση σε εθνικό επίπεδο, σε επίπεδο σχολικής μονάδας και σε ατομικό επίπεδο για την επιτυχία αυτών των Προγραμμάτων Σπουδών και διδακτικών τεχνικών;

S2: Κυρίως να υπάρξει μια μέριμνα σε σχολεία που δεν είναι χαρακτηρισμένα διαπολιτισμικά αλλά παρουσιάζουν χαρακτηριστικά πολυπολιτισμικότητας, να υπάρξει μια μέριμνα για μαθητές οι οποίοι εμφανίζονται με μεταναστευτικό υπόβαθρο χωρίς να γνωρίζουν την ελληνική γλώσσα αλλά δεν καταφέρνουν να συμπληρώσουν τον αριθμό 7 ώστε να δημιουργηθεί ΖΕΠ. Να υπάρξει μια μέριμνα γι' αυτά τα παιδιά για το πως θα συμπεριληφθούν και θα ενταχθούν και γενικότερα πως θα γίνει η διαχείριση της πολυπολιτισμικότητας δηλαδή ανάμεσα στην αφομοίωση και την ενσωμάτωση να τηρηθούν κάποιες ισορροπίες.

S1: Μάλιστα .... Ωραία. Σας ευχαριστώ πάρα πολύ.

S2: Να'στε καλά.

### **Participant 5**

S1: Πόσο χρονών είστε;

S2: Είμαι 26 χρονών.

S1: Ποιο είναι το φύλο σας;

S2: Γυναίκα.

S1: Τι έχετε σπουδάσει;

S2: Εεεε... έχω σπουδάσει παιδαγωγικό δημοτικής εκπαίδευσης.

S1: Είστε κάτοχος μεταπτυχιακού ή διδακτορικού τίτλου;

S2: Προς το παρόν βρίσκομαι στο 1 έτος του μεταπτυχιακού μου.

S1: Σε ποια βαθμίδα... Εεε... Ποιος είναι ο τομέας του μεταπτυχιακού σας;

S2: Ο τομέας του μεταπτυχιακού μου είναι ειδική αγωγή.

S1: Σε ποια βαθμίδα διδάσκετε;

S2: Διδάσκω στην πρωτοβάθμια εκπαίδευση.

S1: Ποιες γλώσσες μιλάτε και σε ποιο επίπεδο;

S2: Μιλώ Αγγλικά σε επίπεδο B1.

S1: Πόση συνολική διδακτική εμπειρία έχετε;

S2: Εεεε.... Η διδακτική μου εμπειρία είναι δύο έτη περίπου.

S1: Σε ποιες βαθμίδες της εκπαίδευσης αποκτήσατε την διδακτική σας εμπειρία;

S2: Εεεε... μόνο στην πρωτοβάθμια εκπαίδευση.

S1: Έχετε εργαστεί με μαθητές/τριες με μεταναστευτικό ή/και προσφυγικό περιβάλλον; Συγκεκριμένα έχετε εργαστεί ποτέ σε προσφυγική δομή, σε ΖΕΠ ή σε διαπολιτισμικό σχολείο;

S2: Ναι αυτή τη στιγμή εργάζομαι σε δομές προσφύγων, δομές υποδοχής προσφύγων εεε... οι οποίες λειτουργούν, στεγάζονται στο δημοτικό σχολείο της περιοχής που εργάζομαι.

S1: Τι δυσκολίες αντιμετωπίσατε;

S2: Οι κυριότερες δυσκολίες που αντιμετωπίζω αφορούν την γλώσσα εεε... οι μαθητές μου μιλούν μόνο την μητρική τους γλώσσα , τα Αραβικά και ελάχιστοι μαθητές μιλούν πολύ λίγα Αγγλικά εεε...αυτό σε συνδυασμό με την απουσία διερμηνέα καθιστούσε το έργο μου δύσκολο.

S1: Μπορείτε να αναφέρετε την χώρα προέλευσης των μαθητών/μαθητριών με προσφυγικό/μεταναστευτικό περιβάλλον που έχετε διδάξει;

S2: Χώρα προέλευσης είναι κυρίως η Παλαιστίνη εεε... και σε κάποιους μαθητές η Συρία.

S1: Οι δυσκολίες που αντιμετωπίσατε αφορούσαν την σύνθεση της διαπολιτισμικής τάξης;

S2: Εεε... ναι ορισμ... κάποιες δυσκολίες αφορούσαν και την εεε... καταγωγή... είχαν να κάνουν και με την καταγωγή των μαθητών δηλαδή εεε... μπορεί να υπήρξαν διαπληκτισμοί ανάμεσα σε μαθητές από Συρία εεε... με μαθητές που ήταν από Παλαιστίνη.

S1: Κατά την διάρκεια της διδακτικής σας πορείας έχετε συμμετάσχει σε επιμορφώσεις που αφορούσαν την Διαπολιτισμική εκπαίδευση, την Εκπαίδευση της Συμπερίληψης και Ενσωμάτωσης και της Πολυπολιτισμικής Τάξης;

S2: Όχι, δυστυχώς. Δεν έχω συμμετάσχει σε κάτι τέτοιο.

S1: Αν ναι, οι επιμορφώσεις αυτές αποτελούσαν πρωτοβουλία του σχολείου, του υπουργείου Παιδείας ή άλλων συναφών φορέων;

S2: Δεν είχα ποτέ λάβει συμμετοχή.

S1: Θεωρείτε ότι οι εκπαιδευτικοί που εργάζονται σε αυτές τις δομές είναι επαρκώς καταρτισμένοι;

S2: Εεε... δυστυχώς δεν είναι επαρκώς καταρτισμένοι παρόλο που θα έπρεπε εεε... θεωρώ ότι για να ... αναλάβεις ένα τέτοιο έργο πρέπει να έχεις λάβει και την κατάλληλη επιμόρφωση.

S1: Επιμορφώνονται εεε ... Επιμορφώνονται πριν την έναρξη της σχολικής χρονιάς ή κατά την διάρκεια αυτής; Λαμβάνοντας υπόψη την δικιά σου εμπειρία πούμε την φετινή εμπειρία.

S2: Δυστυχώς δεν υπήρχε κάποια επιμόρφωση ούτε στην αρχή ούτε καθ' όλη την διάρκεια.

S1: Θεωρείτε ότι οι νέες μέθοδοι και διδακτικές προσεγγίσεις (π.χ. η Διαπολιτισμική Εκπαίδευση, Εκπαίδευση της Ενσωμάτωσης και Συμπερίληψης) που έχουν υιοθετηθεί και νομοθετηθεί σε εθνικό επίπεδο στις βαθμίδες της εκπαίδευσης εφαρμόζονται με επιτυχία σε πραγματικά σχολικά περιβάλλοντα;

S2: Εεε... θεωρώ πως όχι δεν εφαρμόζονται με επιτυχία διότι δεν υπάρχουν και οι κατάλληλες υποδομές για να εφαρμοστούν επιτυχώς αλλά και οι κατάλληλοι άνθρωποι οι οποίοι θα είναι καταρτισμένοι επομένως θεωρώ ότι εφαρμόζονται επιτυχώς.

S1: Νιώθετε επαρκώς προετοιμασμένοι/-ες και καταρτισμένοι για να ανταπεξέλθετε στις μαθησιακές ανάγκες των μαθητών/-τριών της σύγχρονης πολυπολιτισμικής τάξης;

S2: Όχι, δεν νιώθω εεε...προετοιμασμένη ούτε είμαι προετοιμασμένη ούτε επαρκώς καταρτισμένη.

S1: Σας ήταν δύσκολο αυτό; Να προσαρμοστείτε;

S2: Εεε... ναι στην αρχή ήταν αρκετά δύσκολο εεε... κυρίως λόγω της γλώσσας και επειδή δεν είχα την κατάλληλη επιμόρφωση.

S1: Πως το αντιμετωπίσατε;

S2: (Παύση)...τι να πω τώρα ... να το σταματήσουμε λίγο. Εεε... κυρίως μόνη μου με τον καιρό ρωτώντας και προηγούμενους συναδέλφους, την εμπειρία προηγούμενων συναδέλφων εεε... ενημερώνόμουν συνεχώς γενικότερα έψαχνα στο διαδίκτυο.

S1: Ωραία. Τέλος, τι θεωρείτε ότι πρέπει να γίνει και προς ποια κατεύθυνση σε εθνικό επίπεδο, σε επίπεδο σχολικής μονάδας και σε προσωπικό/ατομικό επίπεδο για την επιτυχία αυτών των Προγραμμάτων Σπουδών και διδακτικών τεχνικών;

S2: Εεε... για να είναι πετυχημένα αυτά τα Προγράμματα Σπουδών θεωρώ ότι θα πρέπει οι εκπαιδευτικοί να λαμβάνουν την κατάλληλη επιμόρφωση εεε... Πριν τους καλέσουν να αναλάβουν τα καθήκοντα τους εεε... και να υπάρχουν φυσικά οι κατάλληλες υποδομές στα σχολεία , στις τάξεις.

S1: Αυτά.

S2: Αυτά.

S1: Ωραία. Ευχαριστώ πάρα πολύ.

S2: Να ‘στε καλά.

## **Participant 6**

1.Πόσο χρονών είστε;

S: 46 ετών.

2.Ποιο είναι το φύλο σας;

S: Γυναίκα.

3.Τι έχετε σπουδάσει;

S: Ιστορία, Αρχαιολογία και Ιστορία της Τέχνης στο Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης.

4. Είστε κάτοχος μεταπτυχιακού ή διδακτορικού τίτλου;

S: Όχι

5.Ποιος είναι ο τομέας του μεταπτυχιακού ή/και του διδακτορικού σας τίτλου;

S: -

6.Σε ποια βαθμίδα διδάσκετε;

S: Δευτεροβάθμια.

7.Ποιες γλώσσες μιλάτε και σε ποιο επίπεδο;

S: Αγγλικά σε αρκετά καλό και Γερμανικά σε μέτριο επίπεδο.

8.Πόση συνολική διδακτική εμπειρία έχετε;

S: 7 συνολικά έτη στη Δημόσια Εκπαίδευση.

9. Σε ποιες βαθμίδες της εκπαίδευσης αποκτήσατε την διδακτική σας εμπειρία;

S: Στην Δευτεροβάθμια.



10. Έχετε εργαστεί με μαθητές/τριες με μεταναστευτικό ή/και προσφυγικό περιβάλλον; Συγκεκριμένα έχετε εργαστεί ποτέ σε προσφυγική δομή, σε ΖΕΠ ή σε διαπολιτισμικό σχολείο;

S: Εργάστηκα το σχολικό έτος 2018-2019 ως αναπληρώτρια σε τμήμα ΖΕΠ με μαθητές από οικογένειες μεταναστών και προσφύγων.

11. Τι δυσκολίες αντιμετωπίσατε;

S: Δυσκολία στην επικοινωνία ιδίως στην αρχή καθώς δεν γνώριζαν στην πλειοψηφία τους ούτε ελληνικά ούτε αγγλικά και δυσκολίες στις μεταξύ τους σχέσεις καθώς προέρχονταν από διαφορετικές εθνότητες. Δυσκολία λόγω έλλειψης των κατάλληλων σχολικών εγχειριδίων, που άργησαν πολύ να σταλούν.

12. Μπορείτε να αναφέρετε την χώρα προέλευσης των μαθητών/μαθητριών με προσφυγικό/μεταναστευτικό περιβάλλον που έχετε διδάξει;

S: Συρία, Ιράκ, Αφγανιστάν και Κουρδικής προέλευσης.

13. Οι δυσκολίες που αντιμετωπίσατε αφορούσαν την σύνθεση της διαπολιτισμικής τάξης;

S: Εν μέρει καθώς οι σχέσεις μεταξύ των εθνοτήτων της περιοχής δεν είναι φιλικές και αυτό μεταφερόταν κάποιες φορές και στην τάξη.

14. Κατά την διάρκεια της διδακτικής σας πορείας έχετε συμμετάσχει σε επιμορφώσεις που αφορούσαν την Διαπολιτισμική εκπαίδευση, την Εκπαίδευση της Συμπερίληψης και Ενσωμάτωσης και της Πολυπολιτισμικής Τάξης;

S: Όχι.

15. Αν ναι, οι επιμορφώσεις αυτές αποτελούσαν πρωτοβουλία του σχολείου, του υπουργείου Παιδείας ή άλλων συναφών φορέων (όπως του ΙΕΠ);

S:-

16. Θεωρείτε ότι οι εκπαιδευτικοί που εργάζονται σε αυτές τις δομές είναι επαρκώς καταρτισμένοι;

S: Όχι πάντα καθώς προσλαμβάνονται αναπληρωτές από τον πίνακα Γενικής Παιδείας που δεν έχουν ειδική κατάρτιση, όπως έτυχε και στη δική μου περίπτωση.

17. Επιμορφώνονται πριν την έναρξη της σχολικής χρονιάς ή κατά την διάρκεια αυτής;

S: Στη δική μου περίπτωση το σχολικό έτος 2018-2019 δεν γινόταν κάτι τέτοιο, δεν γνωρίζω για τα επόμενα έτη.

18. Θεωρείτε ότι οι νέες μέθοδοι και διδακτικές προσεγγίσεις (π.χ. η Διαπολιτισμική Εκπαίδευση, Εκπαίδευση της Ενσωμάτωσης και Συμπερίληψης) που έχουν υιοθετηθεί και νομοθετηθεί σε εθνικό επίπεδο στις βαθμίδες της εκπαίδευσης εφαρμόζονται με επιτυχία σε πραγματικά σχολικά περιβάλλοντα;

S: Καταβάλλεται προσπάθεια από τους εκπαιδευτικούς, υπάρχουν ωστόσο προβλήματα όπως αυτά που αναφέρθηκαν παραπάνω.

19. Νιώθετε επαρκώς προετοιμασμένοι/-ες και καταρτισμένοι για να ανταπεξέλθετε στις μαθησιακές ανάγκες των μαθητών/-τριών της σύγχρονης πολυπολιτισμικής τάξης;

S: Όχι, χωρίς προηγούμενη επιμόρφωση.

20: Τέλος, τι θεωρείτε ότι πρέπει να γίνει και προς ποια κατεύθυνση σε εθνικό επίπεδο, σε επίπεδο σχολικής μονάδας και σε ατομικό επίπεδο για την επιτυχία αυτών των Προγραμμάτων Σπουδών και διδακτικών τεχνικών;

S: Θεωρώ πως πρέπει να υπάρχει τέτοιος προγραμματισμός από το Υπουργείο, ώστε να προσλαμβάνονται ειδικευμένοι εκπαιδευτικοί ή τουλάχιστον, να

επιμορφώνονται σχετικά στην αρχή του σχολικού έτους οι αναπληρωτές. Επίσης, σε επίπεδο σχολικής μονάδας είναι απαραίτητο να υπάρχει άψογη συνεργασία μεταξύ των διδασκόντων στα ΖΕΠ και του υπόλοιπου εκπαιδευτικού προσωπικού. Η κατανομή των μαθητών των τμημάτων ΖΕΠ πρέπει να γίνεται με τέτοιο τρόπο ώστε να μην προκύπτουν ζητήματα διαφυλετικών συγκρούσεων και το πρόγραμμα της σχολικής μονάδας να τροποποιείται ανάλογα με τις υπάρχουσες ανάγκες. Το βασικότερο όμως είναι η ύπαρξη μόνιμου, σταθερού και ειδικευμένου προσωπικού στις δομές αυτές.

Υπέθυνη Δήλωση Συγγραφέα:

Δηλώνω ρητά ότι, σύμφωνα με το άρθρο 8 του Ν. 1599/1986 και τα άρθρα 2,4,6 παρ. 3 του Ν. 1256/1982, η παρούσα εργασία αποτελεί αποκλειστικά προϊόν προσωπικής εργασίας και δεν προσβάλλει κάθε μορφής πνευματικά δικαιώματα τρίτων και δεν είναι προϊόν μερικής ή ολικής αντιγραφής, οι πηγές δε που χρησιμοποιήθηκαν περιορίζονται στις βιβλιογραφικές αναφορές και μόνον.