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Title: “The contribution of NGOs in Greek language learning: Study
on the impact of diversity and lesson planning”.

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“The contribution of NGOs in Greek language learning: Study on the impact of diversity and lesson planning”.

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I would thank and devote my master thesis to my husband because he was totally supportive during my studies on the postgraduate program.

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Abstract

As more refugees arrive in Greece, the country is responsible for facilitating the residence and integration of refugee population. One of its main obligations is teaching the Greek language to refugee children and towards this work, the contribution of NGOs is of high importance.

This study investigates the contribution of NGOs to the learning of the Greek language. The study is conceptually and empirically oriented, investigating children ages twelve to fourteen, who participate in NGOs language programs through the use of questionnaires. The NGOs are studied are “Solidarity Now” and “Arsis”.

Key words: diversity, integration, language learning, lesson planning, refugee children

Περίληψη

Καθώς πολλοί πρόσφυγες φτάνουν στην Ελλάδα, η χώρα είναι υπεύθυνη για τη διευκόλυνση της παραμονής και της ενσωμάτωσης των προσφύγων. Μια από τις κύριες υποχρεώσεις της είναι η εκμάθηση της Ελληνικής γλώσσας στους πρόσφυγες – παιδιά. Στο έργο αυτό, σημαντική είναι η συμβολή των μη κερδοσκοπικών οργανώσεων (ΜΚΟ).

Αυτή η μελέτη ερευνά την συνεισφορά των ΜΚΟ στην εκμάθηση της Ελληνικής γλώσσας. Η έρευνα βασίζεται στην βιβλιογραφική επισκόπηση και στη συλλογή δεδομένων, μέσω των ερωτηματολογίων, ερευνώντας παιδιά ηλικίας δώδεκα έως δεκατεσσάρων ετών. Τέλος, οι ΜΚΟ που εξετάζονται είναι «Solidarity Now» και «Arsis».

Λέξεις- κλειδιά: εκμάθηση γλώσσας, ενσωμάτωση, ετερογένεια, πρόσφυγες- παιδιά, σχέδιο διδασκαλίας.

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Introduction

During the recent years enormous migratory flows have been noticed in Europe. Refugees search of a host country, which will secure to them a harmonious way of life. The biggest challenge for them is to integrate in the host country. The process of integration depends firstly on refugees, meaning their readiness to adapt on the host country and secondly on host country, which shall be alert and adopt practices to cover the needs of the refugees.

At this point it is crucial for the term “intercultural education” to be clarified. The intercultural education as a process is the answer to multicultural societies. Societies without stereotypes and prejudices shall be created, if intercultural education aligns with collaborative learning (Karoutzou G., 2011).

International organizations and European Union promote the support of programs, which contribute to the integration of refugees. They strengthen the opinion of the host country, so as to welcome refugees. In this work, public schools play an important role. Public schools can promote equal chances of learning, support diversity and fight against racism and xenophobia. Schools need to recognize and welcome each culture and help refugee students to adapt to the new living conditions without moving away from their culture (Damanakis M., 1989).

Students shall acquire skills, which assist them to climb the cultural ladder, so as to be able to interact with their classmates and cooperate creatively, promoting the peaceful coexistence (Euaggelou O., 2005). It is easily understandable that the multicultural school need to cultivate students in order to respect all cultures.

According to Sakka D. (2008) the increasing number of migrants has influenced the population of students and schools should deal with the cultural and linguistic differences among students. It is a new challenge for the Greek educational system because it is based on the ideology of cultural homogeneity. Thus, the arrival of migrant students influenced the dominant ideologies of Greek school.

As a result, the Greek school is based on two different poles. The first pole accepted the cultural homogenization and the second promoted the intercultural education. (Askouni, Androussou, 2001).

Greece in 1964 set up the policy of free education at all levels, promoting the equal access to education institutions and equal rights to education. The Council of the European Union (2014) underlined three basic principles. These are:

- The human rights as basic value for a fair society.
- Democracy as a means of solving daily problems.
- The rule of law, which secures justice and equality.

Multicultural societies shall follow the pronounced principles, so as to secure a harmonious life for their citizens. Simopoulos G. and Alexandridis A. (2019) underlined that the Greek ministry tried to integrate refugee children into the educational system through public schools, in which extra educational assistance to refugees was offered, mostly through Special Educational Structures, in which refugees spend the most time of their daily life. These structures and the educated teachers contribute to the integration of minority groups.

According to Damanaki (2002), the intercultural education is applied on three levels:

- On educational policy
- On the level of educational institutions
- On the teaching level.

The first principle addresses to clear educational targets. The second principle refers to the right of all students to participate in each educational program. The last principle underlines the process of learning, the methods which are followed on the teaching process. At this point it is important to stress out the right to education.

Markou (1997) noticed that multicultural education promotes the change of dominant and minority groups and he underscored that it is opposed to cultural homogenization. Through multicultural education the humanitarian values and beliefs are promoted. Even if refugees lack in qualifications and documentation, societies need to follow the laws of equality in each particular case.

The European Charter of Fundamental Rights underlines on Article 14 the right to education and it underscores that: “Everyone has the right to education and to have access to vocational and continuing training.” This right includes the possibility to receive free compulsory education. The freedom to found educational establishments with respect to democratic principles and the right of parents to ensure the education and teaching of their children in conformity with their religious, philosophical and pedagogical convictions shall be respected, in accordance with the national laws governing the exercise of such freedom and right.

The fundamental rights are established on national level by the constitutional system of each city- state and on European level by the map of fundamental rights of the European Union. The European Commission, the Parliament and the Council play an important role in the protection of human rights. The pronounced map includes rights, which are mandatory for the organizations of the European Union and it applies on states, which follow the law of the European Union. Citizens, who do not follow the laws, address before the national or European court (European Union, Human rights, 2017).

The term “education” in Europe is connected with the trying of a person to be coincided with the human decency and it is linked with the attempt of citizens to enrich their knowledge, which will be appropriate so as to deter social exclusion and marginalization (Tsiakalos, 1999).

The right to education contributes to harmonious integration of people in the society. Education is the interface for other social rights. It is easily understandable that education is an aspect of freedom of ideas and knowledge on the open educational system (Tzemos, 2015).

The right to education is referred on all school grades. The contracting states owe to impose the compulsory studying in primary and secondary education. Each state shall respect each religion and culture. Therefore, each state needs to establish schools, which meet the needs of various beliefs. As far as the exclusive rules of schools (administration, creation of curriculum) the state can move without limitations (Lenhart, 2006).

It cannot be omitted that the education advocates the equality to access to schools and the establishment of rights which are similar to rights of citizens, who belong to each school. In

the limits of European nationality and European accomplishment, refugees can be enrolled in each institution for free (Tzemos, 2015).

1. Literature review

1.1. Research questions

Before presenting the investigation process, the main research questions will be underlined. The first research topic is the role of the educators, the second is the attitude of schools and organizations to diversity, the third is the lesson planning and the last topic is the lesson planning for intercultural education.

1.1.1. The role of teachers

Writing this master thesis, the reference on the role of the educator during the learning of the Greek language cannot be omitted. First and foremost, the educator needs to promote the growth of ideas, such as acceptance and cooperation, so as students realize that diversity is a normal situation. Educators should be aware of the different cultures and living conditions, which their students live on, so as to cultivate a sense of respect regarding their needs (Solomon, 1996).

During the learning process the educators are students, because they get in touch with various cultures. Thus, both teachers and students cooperate and exchange information about their culture resulting in the promotion of intercultural education (Palailogou- Gkikopoulou, 2005). Despite of their cooperation, teachers need to be careful as far as their questions, because the cultural and national references require special attention.

Teaching on a multicultural class the teacher supports the students, meaning that the educator assists students to cultivate their knowledge and their ideas so as to realize their national identity and be able to keep bonds with their country of origin. It is easily understandable that teachers need to be both socially and scientifically educated. It will be beneficial to be open-minded, so as to examine each issue from different perspectives.

During the learning of Greek language teachers should respect the native language. This can be accomplished by using daily expressions both in Greek and the native language, pointing out similarities and differences between the languages, referring the items, which are on their class, in Greek and their native language, listening songs in Greek and in their native language. Following the above practices, refugees will feel that their language is interesting too and they will be eager to continue their studies.

All the above practices will contribute to the integration of refugee children in their new environment and they make them feel acceptable because they will use Greek language on their daily routine. Having into consideration the culture of the refugee children and the necessity of students to integrate in Greece, teachers will create lessons, which will fulfill the above necessities. According to Doubli (2004), the creation of a lesson regarding the necessities of students, the activation of their motivations so as to empower their desire to learn and their ability to involve during the learning process are significant factors, which motivate refugee children to learn the Greek language.

Teacher is a key piece of the educational procedure and the main factor of the educational progress. Teacher need to respond on various roles. He/she offers information, manages various problems, supports students and their integration, broadens their critical thinking and prepares students so as to become self- sufficient citizens. Teachers contribute to the creation of personality, develop cognitive and emotional skills of students in order to help them to integrate in market place (Saitis, 2008). He/ she manages the various cultures, which are met on school and he/ she tries to apply the basic principles of the intercultural education. These are the empathy, solidarity and the respect among the cultures. He/ she tries to ensure a harmonious coexistence among the cultures, promoting dialogue and cooperation (Kouli and Papaioannou, 2006).

For this reason, teachers should be qualified with the appropriate skills. They need to be aware of cultural elements of students and the appropriate educational methods, so as to correspond to the needs of their students. At this point, it is significant to refer the term “intercultural readiness”. According to Papachristos (2007) “intercultural readiness” is when the teacher is qualified scientifically as far as the intercultural education and he/ she works based on the principles of the intercultural education. So, the term “intercultural competence” refers to the knowledge of teachers related to the cultures, which coexist with the main

culture. The “intercultural competence” determines someone to respect diversity, coexist with others respectfully, build constructive relationships and understands the relationships among the people from different cultural backgrounds (Huber J. & Reynolds C., 2014).

According to Gkobari (2002), teachers should be ready interculturally. This means that they will be informed about the multiculturalism of the societies and they will be informed about the intercultural education. Kossibaki (2002) mentioned that the intercultural readiness aims to create intercultural contexts of teaching and it aims to reduce the prejudices and replace them with the cooperation and the participation of students. The intercultural readiness of teachers addresses to the sufficient knowledge and it addresses to the ability of teachers to create ideal intercultural lesson plans. This is a challenge for teachers, on the ground that they should approach the other cultures and the dominant culture equally (Papachristos, 2011).

There is a difference between the respect to people and the respect to the actions. This means that each culture accepts and respects the actions, which do not violate fundamental human rights. If an action violates a human right, it cannot be overlooked in favor of any cultural differences. In multicultural classes teachers should use examples of the existing cultures, combat prejudices during the lessons and they should urge all students to participate in activities of the school and create lesson plans, which meet the needs of all students regardless of their sex or race (Kossibaki, 2004).

According to Craft (1996) teachers in multicultural classes should boost the students psychologically, promote the intercultural education, use information about the cultures of all students, help students to use their national language, promote the communication between school and parents, promote the group learning and they should enrich the lessons multicultural.

It is important to underline that a teacher, who teaches to minority groups, should know their culture very well, strive for the success of all students, aim for equal opportunities for all students, welcome refugee students and treat all students equally, take into consideration the student’s cognitive background and they should teach their culture, respecting the culture of refugee children (Deardorff D., 2009, Huber J., 2012). Teachers need to contribute to creation of school, which will meet the needs of all students and it will facilitate their communication. Due to multiculturalism, school shall prepare all students to respect and live along with diversity, keeping their culture. Therefore, it is understandable that school aims to diversity

either as educational need or cultural otherness. However, diversity needs to be part of the society and coexist in the school environment.

It is appreciated that the role of teachers is hard and demanding. They need to be focus on their work, they need to put their preconceptions aside and they need to transmit to students the value of diversity and respect (Sgoura A., Manesis N., Mitropoulou F., 2018). According to Dryden-Peterson (2015) teachers need to take into consideration the previous educational experiences of students, their linguistic deficiency and possible racist attitudes, which they received. All the above attitudes affect refugee children and for this reason teachers need to be able to manage them suitably.

Furthermore, teachers should find the way, with which people understand bilingualism. There are three theories. The first theory confronts language as a problem. The problems are separated to individual (marginalization and fights on different levels) and social (poverty, inability to integrate on host culture). The second theory faces the language as right. This right should be preserved from its community. In this way, each host country does not have the obligation to preserve the foreign languages. The last theory faces the language as source of enrichment. This theory examines the language as value. Each society should enrich this value through education (Skourtou, 2007).

Having presented all the above, it is a fact that teachers on multicultural classes face many problems. According to Athanasiou (2000) they can surpass them with various ways. First of all, teachers need to set up the teaching targets, meaning that they need to know what skills they want to cultivate. They teach through language but the main target is the acquisition of the language. Secondly, educators should know basic information about their students. For instance, they need to know about their age, their prior linguistic level and their origin. Thirdly, it is beneficial teachers to respect diversity. The cultivation of this environment will assist the multilingual approach and finally the acquisition of the Greek language. Finally, teachers need to treat all students equally, regardless of their linguistic skills. Some students can be basic users of Greek language and some others can be very good users of the language.

1.1.2. The attitude of schools and organizations to diversity

On this unit it is important the terms “diversity”, “alterity” and “acceptance” be clarified. The first term “diversity” refers to difference as far as the age, country of origin, race, language, and culture. It respects the uniqueness of each person. The second term “alterity” refers to how someone defines himself/ herself in relation to others. The third term “acceptance” aims to the quality of cultures, which is necessary for harmonious coexistence among cultures.

Additionally, the terms “racism”, “stereotypes” and “discrimination” need to be explained. “Racism” is the theory which refers to inferior and superior races. Someone who is a racist is proud of his/her race and he/she usually condemns the others. “Stereotypes” are the negative views of a group. This attitude addresses to the creation of prejudice.

The most common examples of racist behaviors on schools are the ignorance of the presence of the refugee children from other students, the spread of negative rumors for the refugee children, the judgment of their skills, the accusation for any problem and the abuse, the threat or the violence against them. School should repel the above behaviors. The democratic and intercultural school should accept diversity, promote tolerance, develop the skills of refugee children, integrate refugee children, respect the native language and the language of refugees, fight against racist behaviors and prejudices, solve problems smoothly, promote responsibility and it should be concerned about social problems while trying to solve them.

Due to multiculturalism it is necessary citizens communicate, producing an intercultural dialogue. It aims to the management of alterity among the civilizations and the cultivation of the belonging sense. They need to be open-minded and they need to be against the views of racism, stereotypes and discrimination, so as to produce an intercultural dialogue. Through the intercultural dialogue rules will be created. With these rules all civilizations will be benefited, giving equal chances to coordinate on the creation of rules. It is recognized that all ways of thinking are accepted and any of them can be rejected before it is discussed. In this way all civilizations interact and evolve harmoniously, with respect and understanding.

Children are a significant part of multicultural societies and they affect the diverse groups, regarding the formation of their identity and their behavior. The multiculturalism is promoted through education. Teachers and lesson plans should be prepared in order to meet the educational needs of diverse groups. In the context of multiculturalism principles and

practices of accommodating diversity should be taken into consideration. In this way the multiculturalism succeeds on its goal, which is the recognition and equality.

The school should handle the heterogeneity of the student population. Students from various cultural backgrounds and students with various experiences create a class. The school should provide them with well-qualified skills, in order to integrate them educationally and socially. The modern school should facilitate the meeting for many different cultures. This leads to the awareness and acknowledgement for differences and similarities. For this reason, the dialogue and the group spirit is of utmost importance for the heterogeneous classrooms (Spinthourakis J.A., Lalor J., and Berg W., 2012).

There are ways to control the multiculturalism. These ways are applied via five models. Specifically, it is the assimilation model, the integration model, the multicultural model, the anti-racist model and the intercultural model. In the first model the view of the dominant language and culture is the leader. All citizens need to follow the elements of the dominant culture, otherwise they will be treated as “foreigners”. In the second model, the conciliation is the key among cultures. In this way, each culture affects the other. In the third model, citizens respect each culture and unity is promoted through diversity. In the fourth model, equality is promoted. Everyone has equal rights and contributes to social happiness. The last model aims to the acceptance, integration and equality. It aims all refugees to integrate in host countries (Kanakidou E., Papagianni B., 1998).

Following the intercultural model of managing diversity, surpassing racism, stereotypes and discrimination each society could integrate refugees and diversity should not be a problem anymore. Indisputably, the contribution of school is determining. School is an environment, which promotes the views of respect, equality and communication. The role of family cannot be omitted. Parents need to cooperate with the school, so as to prepare the citizens of the next generation constructively. On multicultural classes the existence of the culture of alterity and acceptance is important. The intercultural school should respect each culture, pose limits, promote social cohesion, promote equality, fight against racism, supports empathy, solidarity and communication (Nikolaou, 2000).

The intercultural approaches in education underline the necessary changes, in order to school can handle the multicultural reality of modern societies. The understanding and acceptance are promoted between individuals, groups and countries. It proposes an evolving conception

of culture, on the ground that it is depending upon internal pressures and external impacts (Akkari A. & Radhouane M., 2022). Teachers, parents and all the school carriers should adopt behaviors, which are accepted for the respect of diversity. The appropriate creation of educational strategies will contribute to the creation of the intercultural school. Before school welcomes refugee children, each host country needs to be prepared so as to welcome them. As far as the education of refugees, each state should create special programs, adapted to the educational needs of refugees.

Specifically in Greece, schools of intercultural education have been established. These schools create a curriculum for students with educational and social peculiarities. Also, reception classes were created. These aim to integrate refugee children educationally and socially. They try to improve the educational performance of refugee children. Lastly, hosting structures have been created, too. These prepare refugee children, so as to be able to integrate in the educational system of Greece. However, the contribution of NGOs is significant, too. They provide non-formal education courses to refugee children. In the context of these courses students are prepared for the courses of their formal education and then they attend courses of the organization. Through these courses they improve their performance. Last but not least, they improve their language skill and they facilitate their integration on Greek educational system.

1.1.3 Lesson planning

The lesson planning is a demanding process. Teachers should know information about their students, regarding their prior experiences, their culture and their relationship with their native language and the Greek language. The relationship between the two languages is affected from many factors. Some of them are the frequency of use of the language, the motivations, which refugee children accept, in order to learn the Greek language and integrate in Greece and the relationship of family with the target language.

Teaching strategies have been proposed for the teaching of the Greek language as a second language. According to O' Malley & Chamot (1990) there are three strategies. The first is the "metacognitive strategy". This stage focuses on specific aspects of the activities, organizes the written and the oral production and focuses on significant points for the actualization of the activities and examination of the linguistic production. The second is the "cognitive strategy". This stage includes the memorization of the elements of the activities, the organization of words and terms, the summary of information related to the activities, the application of rules related to the use of language, the use of visual stimulus and connection of the prior knowledge with the new. The third is the "social / affective strategy". This stage encompasses the cooperation among the students, explanations and examples related to activities and developing of interior monologue, in order to succeed in the activities and reduce their stress.

Following the teaching strategies of Cummins (1999) will be presented. He noted four strategies, which have specific purposes. The first strategy is "the activation of prior knowledge and use of it". This strategy includes the use of various methods, such as experiment, the use of graphical representations, such as tables and the exchange of experiences among the students with the assistance of common projects. The second strategy is "the presentation of cognitive attractive stimulus with the appropriate support". This stage aims to the use of role playing games, use of appropriate facial experiences and gestures, use of graphical representations, in order for students to find out the relations between the terms. The third strategy is "the encouragement to use the language". This strategy is accomplished through the group activities, the interdisciplinary approach, the participation in writing of performances and the creative writing of texts. The last strategy is "the assessment of the

educational progress of students”. Through this strategy teachers check the level of course understanding and how students approach their mistakes. All the above are useful tools for teachers. Teachers should use them in accordance with their needs. The above strategies sometimes should be connected. Each lesson planning should be created regarding the needs of students because a course differs from another as far as the environment, the context, the strategies and the way of assessment. Finally, teachers should examine the educational profile, the motivations, the interests and the educational needs of each student.

Having presented the teaching strategies for the teaching of Greek language as a second language, the researcher continues his/ her study, pointing out the basic educational practices. Successful educational practices, which facilitate the educational process is the group activities. Through group activities the solidarity and the cooperation among the cultures are succeeded. Students participating in group activities cultivate the sense of acceptance and tolerance. They exchange information about their culture and they share their experiences. In this way, they create strong bonds with their classmates and feel that they are welcome. Each culture in a class is a separate cultural element and through group activities students learn about various cultures (Palaiologou- Gkikopoulou, 2005).

Group activities help students to gain knowledge and prepare students to become responsible citizens (Papachristos, Pagoni, 2018). Each teacher need to know words from the language of the refugee children, so as to use them during the teaching process. During the group activities students can use their native language, in order to teach their classmates words from their native language (Doubli, 2004).

The educational material, which teachers use for refugee children should base on various sources, so as students attend various kinds of educational material. They need to be enriched, promoting the creation in contrary to outdated educational concepts. Apart from that, it would be beneficial the educational material includes information regarding the countries of refugee children and elements of their national language. In this way, refugee children feel that their culture is not marginalized but it is included in the educational process (Athanasίου, 2000).

According to Brettos and Kapsalis (1997) the design of the lesson plans shall take into consideration the educational needs of students so as to prepare them suitably. The lesson plans and the teaching methods should be created regarding the educational level of students. They need to broaden the educational horizons of students, promote the communication among the cultures, cultivate the solidarity and cooperation and fight racism and prejudice (Giannikas, 2011).

The design of the lesson plans includes all necessary information and how they can be applied. Managers, teachers and students affect the educational flow of the lesson plans (Christodoulou, 2013). Due to enormous migratory flows the host countries became multicultural, so the classes became multicultural, too. This change affects the context of the lesson plans. Lesson plans need to promote solidarity and the equality among the cultures (Karoutzou, 2011). This means that the intercultural education should connect the educational needs of students with the needs of the society, so refugee children can integrate in host country, build up the relationships among the cultures and it should ensure equality for all students.

Greece has voted a law for intercultural education. It is the law 4415/2016 FEK 159/A/6-9-2016 (article 21), which underlines the targets of the intercultural education. These are the enrollment of refugee children to schools with native children, the operation of schools regarding the fundamental rights of children, the creation of educational material suitable for the educational needs of refugee children, the treatment for racism and the creation of programs, which address to minority groups.

One more important teaching method is the games during the lessons. The relationship between the game and the learning process has been investigated extensively. An important theory belongs to Piaget (1951), who mentioned that game assists the cognitive development of children. Learning and knowledge are built up via the interaction and integration in the environment. Through games students assimilate and gain new experiences. They connect their previous experiences with the new experiences, addressing to new data.

Apart from the above Piaget separated three kinds of games. The first kind is the functional play, which includes repeated movements of handling objects and it addresses to children of age zero to two. The second kind is the pretence play, which promotes the expression, which is based on the previous experiences. It addresses to children of age two to seven. The last

kind is the play with rules. This kind includes rules and structure. It is addressed to children up to ten years. It is understandable that the above kinds of play are connected to the cognitive development of children. According to Vygotsky (1966), games assist children to develop their cooperation skills, while they gain skills, which facilitate their learning process and their integration process to a society.

Last but not least, the role playing is significant, too. Students participating in this activity are moved away from racist behaviors, cultivate empathy and they succeed in communication and cooperation with their classmates (Kontogianni, 2000). In summary, students playing this game should say the right word, in the specific place, at the appropriate time. A teacher, who set up a role play, should avoid the creation of noise, the creation of a short role play and the creation of a difficult role play. The teacher should set a time limit and be sure that the instructions are understandable by all students (Ladousse, 1987).

The role play has more advantages during the lesson. In more details, students practice their speaking skills, developing their language proficiency. Language proficiency is significant for the integration of refugee children in the host country. Playing this game, they practice their oral skills in the safe environment of their class. What is more, role play assists shy students to be encouraged, by giving them a mask or a uniform. In this way, they will surpass their shame and they will focus on the context of the play. Furthermore, the role play is enjoyable for children. At the same time, students play and learn, facilitating the learning process. Finally, one of the major purposes of intercultural education is achieved through the role play. This is the interaction among the students, promoting the motivation and the active participation during the lesson.

The well- structures activities assist students to familiarize with the intercultural skills. Some basic skills of students are practiced through the group activities and the games during the lessons. They will learn to recognize and examine problems and organize and understand information. In this way, they will come to conclusions. At the same time, they will approach knowledge interdisciplinary and they will learn to use it in each situation. As a result, refugee students understand the main axis of knowledge and they will broaden their critical thinking (Papachristos, 2011).

For the proper management of a lesson plan, teachers should approach knowledge interdisciplinary. The term “intersectionality” means the change in the traditional study

programs. Different sciences cooperate, in order to composite knowledge (Karoutzou, 2011). Main target of the above practice is the appropriate enrichment of students, in order to meet the needs of the lesson plans. In this way, students are encouraged and they continue their studies. The intersectionality method does not ignore the traditional educational practices, conversely it include them in its context (Sfiroera, 2007).

According to Karoutzou (2011) the main axes of the intersectional method are the provision of general education, the provision of equal chances, the cultivation of skills of students, the reinforcement of cultural and linguistic identity, the adoption behaviors , such as protection of the environment, the learning of new technologies, the learning of human rights and the protection of human dignity. Additionally, teachers should manage bilingualism on multicultural classes. Students from different countries get in touch and all of them try to keep their native language alive, learning the Greek language.

In these cases, teachers should take into consideration both languages, so as students feel free to express their views in any language, reinforce students linguistically, using various digital tools, cultivate their communicative skills, integrate the group activities on their lesson plans, which contribute to the socialization of students, encourage students to continue their studies and encourage students to acclimate to their new educational environment (Epistimoniki Epitropi, 2017).

It is clear that the teaching of Greek language to refugees should cover various needs of students. On this context teachers may face some problems. Firstly, the classes of refugees are multicultural. Each student comes from different country, speaks different language and he/she is distinct from cultural elements. Secondly the constant relocations of refugees address to the abandonment of study programs affect the educational progress and thirdly, it is important the parents of refugees want to acquire the Greek language, in order to cooperate with the community. Some of them ignore the benefits of the learning of Greek language, resulting in inability to integrate in Greece.

Concluding, it is clear that there are not principles and strategies that they can be applied to all circumstances. However, teachers should be educated regarding intercultural education and they should be well- prepared to support refugees linguistically (Skourtou, Kourti-Kazouli, Oikonomakou, Katsigiannis, 2019).

1.1.4. Lesson plans for intercultural education

Refugee children need to attend classes, which follow the basic principles of the intercultural education. These are:

- a. Education for empathy. This principle refers to the understanding of diversity, which refugee children accept and they need to tolerate. It aims to fight against prejudices.
- b. Education for solidarity. This principle fights against social inequality. It underlines that all people are equal and they can face the same problems.
- c. Education for intercultural respect. This principle refers to the respect towards other cultures. This happens through the coexistence with other cultures.
- d. Education against stereotypes and prejudices. This principle promotes the dialogue and communication among the cultures (Kesidou, 2008).

According to the principles of the intercultural education, first of all the needs of students should be examined. This means that teachers could assimilate the prior knowledge of students, in order to understand what they need to develop. Secondly, teachers should underscore their educational targets, in order to create and follow the suitable lesson plan (Epistimoniki Epitropi, 2017).

The adoption of intercultural education affects the society. Students learn to respect diversity and individual needs, regardless of race, age, sex, language. Thus, students can accept multiculturalism and they can live in multicultural societies harmoniously. The integration of refugee children in Greece needs to be a priority, because it is a fact. Teachers, students, schools and the society should be ready to control the stay of refugee children. All citizens should administer the cultural difference as an advantage because everyone has the chance to examine their cultural identity. For this reason, teachers need to create an environment, in which the trust among the students is promoted. Students need to produce a dialogue and ask for justice. The society shall facilitate the above purposes, supporting the special programs of schools. Lesson plans should give educational opportunities equally. All students should contribute to the educational process, have the chance to share their cultural elements, in order to students know each other. As a result, refugee children could meet the needs of the multicultural societies.

At this point, the term “intercultural teaching” should be clarified. The “intercultural teaching” aims to apply the principles of the intercultural education. It promotes the adoption of teaching, according to the educational needs of students. Teaching strategies should be created, in order to assist all students to participate during the lessons. Applying the cooperative learning, all students cooperate and try to reach their educational targets. Students create groups, independently of their race, gender, or language proficiency, and they interact. Teacher should solve problems, promoting the dialogue, encouraging students to express their viewpoints, supporting themselves with arguments and fighting against racism and prejudices.

According to Lynch (1986) an intercultural study program should have interdisciplinary context, exchange information about the cultural similarities and differences, confer prestige on cultures, take into consideration all experiences and it should take into consideration the various cultural elements. Moreover, the intercultural study programs should have some characteristics such as, connection between the abilities of students and the needs of the society, focus on human relationships, in order to positive feelings for all cultures are created, focus on minorities, capitalization of diversity and preparation of refugee students, in order to be able to solve social problems (Grants & Sleeter, 1989).

According to Pantazis (2004) the teaching methods and the lesson plans of the intercultural education should affirm the value of people , deflecting stereotypes and prejudices, take into consideration the cultural environment of students, take into consideration the learning level of students, cultivate the sense of solidarity , empathy and cooperation among the student and they should achieve common goals. Euaggelou (2007) noted that an intercultural lesson plan should integrate refugee students in the host country, deploy each positive characteristic of refugee children, impart knowledge to students equally and develop skills, such as empathy, understanding and fight against racist behaviors.

Each pedagogical method should include three basic stages. The first stage is the stage of political action, which accepts the different cultural elements of students. The second stage is the stage of social action, which surpasses the cultural differences and it help students to cultivate solidarity and communication. The third stage is the stage of decontrol, which

recognizes the cultural elements of the refugee students and deals with them equally (Gkobari, 2001).

It is necessary to point out the similarities among cultures, in order for obstacles, which hamper the educational process, to be overcome. Through this practice, all students get in touch and the cooperation will be easily achieved. The ability of students to cooperate with their classmates is a significant skill, resulting to the solution of problems. In multicultural societies citizens usually dispute about opposite opinions. Developing the skill to cooperate, refugees are able to control these situations and solve possible problems. So, it is necessary all citizens develop their skill to cooperate, so as to be able to solve their problems democratically. Simultaneously, the cultivation of critical thinking is important, too. Refugees should learn to approach their environment critically, in order to be able to examine it from many viewpoints. It is understandable that a lesson plan should create responsible and active citizens. The responsibility and the active action are necessary characteristics, in order for the social cohesion to be achieved.

Teachers and the administration of school can ensure the success of the goals of intercultural education changing attitude (Georgala, 2016). Teachers via their lesson plans should take into consideration the learning level of students and contribute to the cognitive and emotional develop of students (Barker, 2005). As a result, the communication among students and on the context of the society is achieved.

1.2 NGOs

The term “NGOs” (non- governmental organizations) was used in the article 71 of the Constitutive Charter of United Nations, which clarified that NGOs are private organizations and they keep their institutional autonomy before the state. The profits are shared to their targets, and they have distinctive operative rules. All operations are executed towards the needs of the particular social groups and their work is based on volunteers.

NGOs are independent and non- profit organizations. Depending on the problems of the examined group, NGOs pose their targets. Volunteerism is a way of thinking and each volunteer dedicates time, mental and physical power without expecting anything in return. Most of people want to take part in NGOs on the ground that they will enrich their knowledge, their experiences and their resume (Kefis V., Aspiridis G., 2014). The job market needs employees who spend their time creatively, they are possessed by the concept of volunteerism and they are full of various experiences.

Except for volunteers, NGOs employ workers, who contribute to their work. Both volunteers and employees need to be trained appropriately, so as to be responsive to their job. According to Saiti A. and Chletsos M. (2020) the non-governmental organizations including volunteers, contribute to the educational integration of refugees in host countries. They cooperate with the local community so as to support the education of refugees. In addition, they mentioned that refugees should learn the hosting language, so as to be members of the dominant class. This process is facilitated by the non- governmental organizations, which offer linguistic lessons in order to assist refugees to learn the national language. For instance, in Greece an interview with 117 refugees was conducted in the non-governmental organization “Solidarity Now”. The 92.52% of the students did not know the Greek language. The 83.04% of refugees attended language courses.

Employ workers and volunteers on NGOs should be cross- culturally competent persons. This means that they are eager to learn about foreign cultures, they are skillful in working with refugees, they can coexist with foreign cultures and they can communicate with refugees. Also, cross- culturally person should be distinguished by their cultural awareness, tolerance of uncertainty and behavioral flexibility.

Cultural awareness is knowledge of the character, feelings and behaviors of people from different cultures to your own. It would be beneficial for workers of NGOs who are interested in different cultures, trying to understand the different way of thinking, feeling and acting of refugees. Tolerance of uncertainty is the ability to tolerate the unknown, meaning that you cannot grasp the different cultural elements, such as language, motivations and needs. Behavioral flexibility is the ability to adapt to the different way of thinking, with respect and open-mindedness (Charleston, B., Gajewska, H. - De Mattos & Chapman M., 2019).

NGOs settle issues such as the social inclusion of minority groups and provision of services to refugees. For instance, NGOs aim to protect the human rights, encourage the social integration of refugees, promote the intercultural dialogue and multiculturalism and they create special educational programs for refugees. NGOs use modern management tools and approach migration as a modern matter to the host country. Their institutional ability to take part in the formation of migration policy and their organizational capacity to offer services to refugees puts them in an inside track for operating state services targeted at social integration of refugees (Papadopoulos, A., E., Chalkias, C., Fratsea, L., M., 2013).

In Greece both host schools and non-governmental organizations have created special programs for refugees so as to learn the Greek language. It is crucial they cooperate, in a way to facilitate the language learning for refugees. The learning of Greek language will assist the country, too. This means that refugees will be able to be benefited from better jobs, with better salaries, assuring a qualitative life for them. As a result the country will empower its social, economic, political and cultural development (Saiti A., Chletsos M., 2020).

1.2.1 Social Solidarity

“Solidarity Now” was founded on 2013. Main target of the organization was the support of minority groups. “Solidarity Now” is distinguished for the values, which guide its action. In more details, the organization supports people, so as to feel safe and have access to services. It encourages people to take advantage of their abilities resulting in economic prosperity. It encourages people to raise their awareness regarding their rights and facilitate their integration in the host country. So, the institution cares about empowerment and social integration of students, education and defense of their rights.

The institution created the ACE program. The ACE program ensures that children refugees and migrants living in urban areas and in open hospitality structures acquire or maintain access to educational services , formal and non- formal, while promoting integration into local communities. Specifically, the services provided: language courses (Greek and English) and mathematics/ science, supporting teaching courses, school readiness for children 4-6 years old, vocational training, support for access to higher education opportunities in adolescents, psychosocial support for children and parents, particular emphasis on children with limited or interrupted educational background, as well as children with special learning needs, supported by tailor- made professionals, information sessions and collective activities of psychosocial support for a wide range of subjects, parent sessions and support for formal education.

The institution consists of teachers from various educational specialties. Specifically, the program consists of two teachers of Greek language, two teachers of mathematics/science, one teacher of English language, two social workers, an interpreter and a psychologist. Teachers need to create lesson plans, which are adjusted to the educational needs of students. Each student needs special guidance and teachers shall take into consideration the needs of all students.

The children who visit the organization are between six and eighteen. Most of them come from eastern countries. All of them attend the Greek school. In the morning students attend the Greek school and in the afternoon, they attend the program of the organization. All children visit the organization because they want to improve their language skills. Most of children speak English and Greek, so the communication with children is facilitated using

both Greek and English language. However, their writing skill is limited, meaning that they make grammatical and syntactic mistakes.

The program of the organization is well- built, so in each possible problem there is a competent person who knows how to control and solve it. Children are a priority and the personal experiences of students are taken into consideration. For this reason, the organization hires people who are experienced in minority groups.

Indisputably, Solidarity Now respects the privacy policy of each student. The experiences of minority groups are engraved on their memory and they do not want to discuss them. The target of the program is the provision of counseling, legal, psychosocial and educational support to minority groups free of charge.

The organization operates based on fundamental rights of children. The program promotes the well- being of all children. Any activity that results in any kind of harm or abuse of children is prohibited. So, Solidarity Now regulates its programs respecting the gender, the race, the country of origin or religious belief of the children. It is based on “Child Safeguarding” responsibility. This responsibility ensures that each program does not affect children negatively or expose them to the risk of harm and abuse. “Child Safeguarding” must be integrated in all aspects of organizational work, including recruitment, management, and behavior of staff and physical environment of facilities.

1.2.2 Arsis

Arsis is a non- governmental organization, established in 1992. The main target of the organization is the support of children and their rights. The organization operates in Athens, Thessaloniki, Volo, Kozani and Alexandroupoli. One of its priorities is the prevention of social exclusionary of children. For this reason, Arsis recommends actions on the field of social politics.

Main priority of the organization is the children, who suffer from abusive behaviors such as violence, migration and confrontation with the law. As a result, each structure of the organization consists of people who work on social solidarity, acceptance, democracy and mutual respect. The contribution of volunteers is significant and determining for the development of each work of the organization, too.

Arsis organized the ACE program, too. The ACE program is implemented through the groups of Arsis, which work on various centers such as: HCAC of Thessaloniki and Athens- Supportive centers for young people, Street work groups in Thessaloniki and Athens, HCAC of Samos – Supportive centre for a child and family “Alkh Zeh”. This program operates from October, 2021 and it addresses to refugee children of age 4 -17. The target of the program is the school readiness, so as children to be able to integrate in school harmoniously.

Specifically, the program is based on three axes. The title of the first axis is classes of preparation for school. At this stage, children are not integrated in formal education. They attend Greek, English, Maths and different activities on the organization so as to integrate in formal education smoothly. The title of the second axis is school integration. At this stage, the organization assists children to surpass bureaucratic problems, so as to be able to enroll in formal education. The title of the last axis is the school support. At this stage children are integrated in formal education and they attend various activities, such as the development of life skills and workshops of experimental group activities, so as to improve in an educational and psychological level.

Social workers, psychologists, educators and intercultural mediators work on the centers of the organization. All of them empower the trying of children, parents and teachers during the lessons. It is important to mention that children are informed about their fundamental rights

during the education process. Also, refugee children participate in actions, which facilitate their integration in school.

The hospitality structure in Oraiokastros was created in 2009. The provided services are integration of refugee children in public schools in the area and their support by providing remedial teaching, psychosocial support, legal support, preparation for the job market, coverage of medical services, organization of cultural activities, information meetings and seminars to develop skills and strengthen the participation of minors in the social life of the hospitality structure and the community, providing full nutrition, clothing, personal hygiene, transport (via the organization's vehicles and via buses: cover the cost of an unlimited travel card or tickets) and communication (access to electronic communications).

Both two organizations have created special programs so as to assist refugee children to learn the Greek language. All children, who participate in the research, attend the lessons of public schools. After school, they attend the lessons of the organizations. Children of various cultures create a group and they have the same target, which is the learning of Greek language. Learning the Greek language is significant for refugee children in order to interact and communicate with their classmates and teachers, as well as enabling their way to succeed in the Greek educational system. Children play on computers, draw on art class while interacting and communicating with each other during the breaks.

1.3 Aim of the study

The presented study addresses four main research axes. Which is the role of the teachers on the learning of Greek language? , which is the attitude of schools and organizations to diversity? , which is the context of the lesson plans, which contribute to integration of refugee children? and how lesson plans for intercultural education boost the integration of refugee children?.

This study analyzes the above questions. Through the first area, the researcher will present how teachers facilitate the educational process. In second thematic unit, the researcher will clarify basic terms as “diversity”, “acceptance”, “racism” and “stereotypes”, which are of high importance. Schools and organizations should control the above attitudes, in order to control multiculturalism. The creation of ideal lesson plans plays an important role in the learning of Greek language. So, this is the third thematic unit of this investigation. The group activities, the role of games during the lessons and the role play will be examined in this unit.

The lesson plans for intercultural education is the last unit, which the researcher aims to investigate. Through the last unit, the researcher will highlight that a successful lesson plan should enrich students with empathy, solidarity and intercultural respect, following the principles of intercultural education.

2. Methodology

2.1 Research design

In this chapter, the researcher will mention information regarding the investigation process. Having presented the above non-profit organizations, it would be beneficial to present their contribution to the learning of Greek language. This investigation will be conducting through questionnaires, following the qualitative research approach.

The qualitative research interprets how people grasp their problems. It includes questions and then researchers analyze them, so as to make interpretations. Its structure is flexible, including a concentration on individual meaning and the significance of rendering the intricacy of a statement (Creswell J., 2014).

Following the qualitative research, the research will be based on a constructivist worldview. According to Creswell J. (2014), social constructivists think that citizens try to portray their daily life, realizing their experiences. The research findings of the above researches are various, so the researcher addresses to various meanings. The main target is the examination and the presentation of the majority of the experiences. It is significant for researchers to take into consideration the backgrounds of the participants of their research, because their personal, cultural, and historical experiences are based on their backgrounds and the conclusions will be conducted through them. So, this research will follow the practices of a qualitative approach, meaning that it will collect responses of the participants through questionnaires and finally the researcher will make interpretations of the data, so as to draw conclusions.

Rowley J. (2014) underscores that questionnaires are one of the most used means of collecting data. They can be shared to participants by post, e-mail, on-line or face-to-face. The biggest advantage of questionnaires is that it is easy to get answers from a large number of people.

There are three basic kinds of questionnaires. The first is the descriptive research. Its aim is the presentation of the features of the sample. The second is the analytical research, whose target is the understanding of the relationships between the samples. The third kind is the testing measurement scales, whose purpose is to create a measurement scale. It is important participants understand the used language despite the academic language the researcher uses during the investigation. So, theory is written on academic language and it determines the research questions, however, the research queries are written in the language, which is understandable by the respondents. Also, it is suggested the questions: be short, not lead to assumptions, include only one query, use only one negative point and not pose indiscreet questions.

2.2 Research tool

The designed questionnaires used the likert scale, which is a non-comparative scaling technique in nature. Respondents are asked to point out their level of agreement or disagreement in a given statement. The most common scale includes five points which starts from “strongly disagree” and ends up on “strongly agree” (Bertram D.2006). It consists of fifteen questions and it was shared to refugee children of age twelve to fourteen. The available time was forty-five minutes. The first organization, which I conducted the survey was “Solidarity Now” and the second one was “Arsis”.

The topic of the investigation was “The contribution of NGOs to the learning of Greek language: study on the impact of diversity and lesson planning”. Through the investigation the contribution of NGOs to the learning of Greek language and their contribution to the education of refugee children will be examined. Specifically, the designed questionnaire will examine and present the role of teachers, the attitude of schools and organizations to diversity, the lesson planning, which are based on intercultural education, and the lesson planning for intercultural education.

During the lesson of the Greek language students fulfilled the questionnaire. Despite the given time (forty minutes), the maximum response time was ten minutes. Children could answer the questions and express their opinions without difficulty. It was written in English language because I was sure that children would understand English language better than Greek. It cannot be omitted that the management of each organization allowed me to be present, so as to give clarifications, when required.

2.3 Research procedure

During the prosecution of the questionnaires the researcher was present and ready to clarify any question. Nine questionnaires were answered in “Solidarity Now” and eight on “Arsis”.

The choice of the presented organizations based on my previous experience within assistantship on the previous semester. In organization “Solidarity Now” I completed successfully my assistantship in Thessaloniki. During the search of an organization in the previous semester, I conducted the organization Arsis, too. Based on our previous communication I chose the organization “Arsis” because they were helpful and I was sure that they would facilitate my investigation process.

The research took place in Thessaloniki. As far as “Solidarity Now” the research took place in its organized office located in the city center. As far as the organization “Arsis” the research took place in its hospitality center in the area Oraiokastro. After consultation with organizations, my visit was arranged.

Organizations asked for parents to fill in the appropriate documents , in which they give written permission to have their children participate in their programs , however parents are sometimes ignorant of the requires paperwork, so they answered orally that they trust the organizations absolutely .

2.4 Research population

In “Solidarity Now” organization twenty students are enrolled of age twelve to fourteen. Nine students were present and they answered the questionnaire. Three of them were boys and six were girls. The countries of origin of the students were Syria, Nigeria, Georgia and Pakistan.

In “Arsis” organization twelve students are enrolled of the same age group. Eight students answered the questions. Five of them were boys and the rest of them were girls. The countries of origin of the children were Syria and Pakistan. All students were willing to help me with my investigation, answering the questionnaire.

2.5 Limitations

Firstly, an important limitation during my research was that I had no previous experience on the research space. The prosecution of the research is a demanding process. I relied on bibliography and I tried to meet the needs of the investigation. Secondly, an important limitation was the number of the answers. Overall seventeen questionnaires were responded and through them I tried to draw the relevant conclusions. Last but not least, the creation of questionnaires was a demanding task. The researcher should take into consideration that it is addressed to refugee children age twelve to fourteen. The researcher should be tactful. The questions should be formed suitably, in order to respect the prior experiences of refugee children.

3. Results

As I mentioned before the questions of the investigation were separated in four thematic units. The first unit is the role of teachers. The second is the attitude of schools and organizations to diversity. The third is the lesson planning, which is based on intercultural education and it is linked with the fourth unit, which is the lesson planning for intercultural education.

The first unit is answered through the third, sixth and ninth question. The second unit is answered through the first, second and fourth question. The third unit is analyzed through the eighth, eleventh, twelfth and thirteenth question. The last unit is interpreted through the rest of the questions.

3.1 The role of teachers

According to the majority of the answers of the two organizations, teachers respect the different cultures and they try to meet the educational needs of students. Undoubtedly, it is a demanding task. Teachers of intercultural education should help students with their studies and at the same time teachers should not to discredit the different cultures.

For example, the majority of students answered that it is difficult for teachers to teach on different cultures at the same time in the classroom (see chart 1).

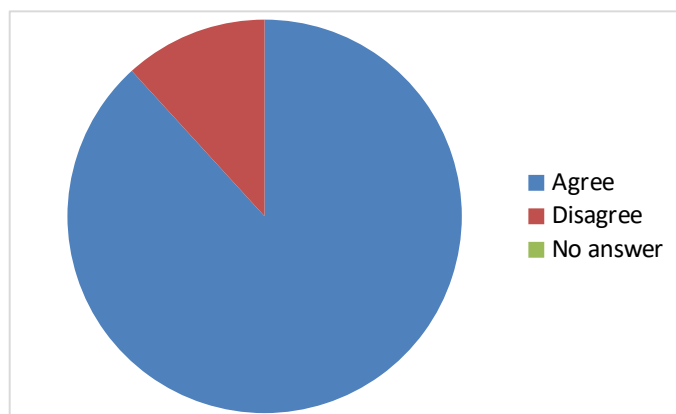


Chart 1: Teaching on multicultural classes.

Despite the above answers, on sixth question students answered that teacher indeed respects their culture and their national language (see chart 2).

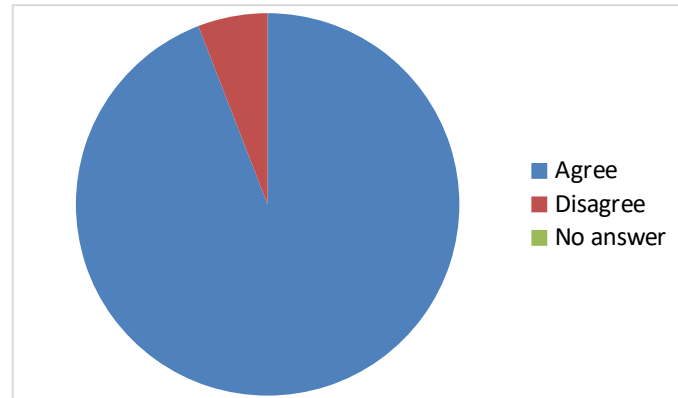


Chart 2: Teachers respect all cultures.

As a result the researcher easily can conclude that teachers succeed in their first target, which is the respect on diversity and at the same time they succeed in their second target, which is the educational progress of students.

After the completion of the questionnaires and the researcher's visit in the organization, the researcher can conclude that the organizations follow the principles of the intercultural education and they firmly try to assist refugee children with their integration in Greece.

Specifically, their programs are created especially for the educational needs of the refugees. Each lesson aims to the learning of Greek language and integration in public school. For example, during game time students are motivated to express their happiness or sadness, forming sentences in Greek. If they do not succeed, teachers will correct them.

Organizations know personal information about their students in detail. They do not disclose about them but they take them into consideration, so as to be ready to face any situation. It cannot be omitted that organizations have separated students to classes regarding their linguistic level and no regarding their age. So, it is easy for them to create lesson plans, which meet the educational needs of all students.

3.2 The attitude of schools and organizations to diversity

The attitude of schools and organizations to diversity is the second thematic unit, which examined on the questionnaire. On question two of the questionnaire students expressed their opinion if their school helps them to feel welcome. One of all answered negatively.

Refugee children need to feel that they are welcome and that they belong to a group. Each school and organization should manage diversity and not face it as an obstacle.

On question four most of students confirmed that their enrollment in organization was easy for them as far as the submission of the necessary documents (see chart 3).

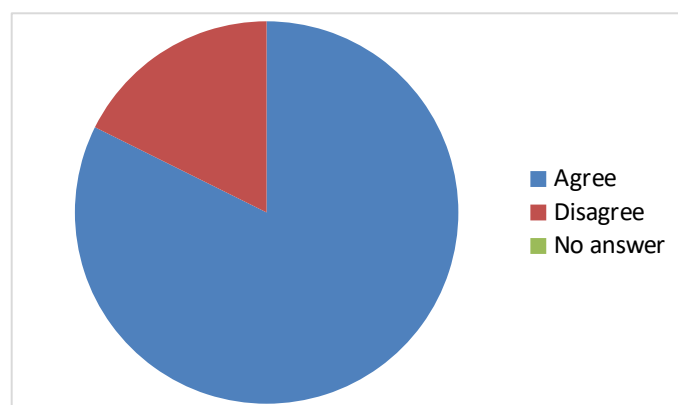


Chart 3: Easy enrollment.

Refugee children usually have negative experiences. For this reason, it would be beneficial for refugee children to avoid any unnecessary obstacles on their arrival on host country.

3.3 Lesson planning

The management of the lesson plans is the third thematic unit, which will be presented below. This unit will examine the content of intercultural education study programs. On eleventh question of the questionnaire students answered if they enjoy group activities. This question belongs to the second part of the questionnaire, so students answered according to likert scale. The answers are varied (see chart 4).

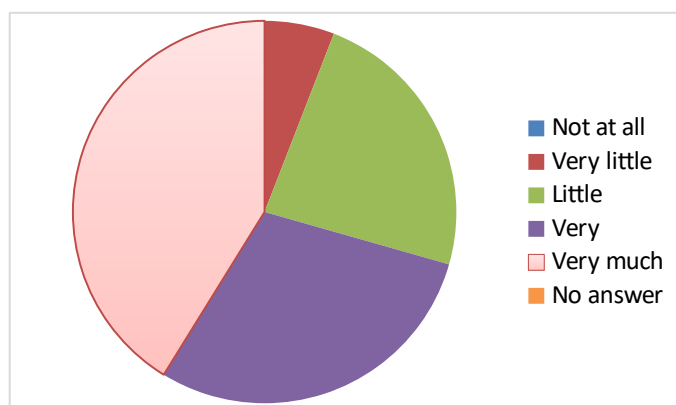


Chart 4: Like group activities.

Furthermore, on twelfth question students expressed their opinion regarding the efficiency of the supportive material.

On thirteenth question students responded if they enjoy the games during the lessons (see chart 5).

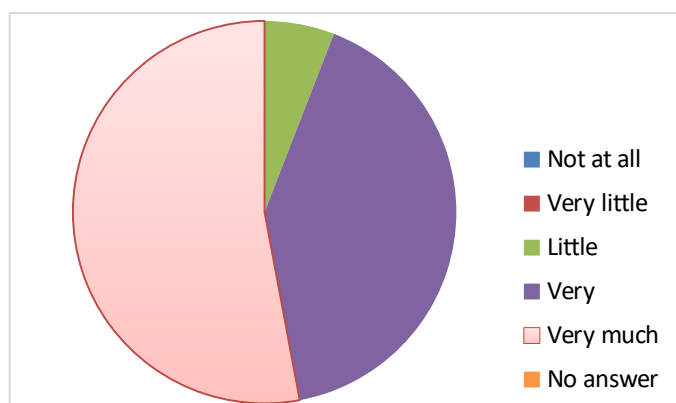


Chart 5: Enjoy games

The creation of a lesson plan with intercultural character is a need for countries, which are characterized for their multiculturalism. Both students and teachers are benefited, on the ground that they cooperate, interact, and communicate with various cultures. What is more, they exclude racist ideas and they promote respect and solidarity. So, the benefits of intercultural education are multiple. Citizens change their ideas regarding the term “learning”, the term “recognize” the other, respect the cultural elements of the other and support the equality among the cultures (Androusou, 2005).

3.4 Lesson planning for intercultural education

The lesson planning for intercultural education is the fourth thematic unit, which will be underlined on this dissertation. It will examine how the lessons help refugee children regarding their integration in the host country. Students need to feel that their culture is not marginalized. Secondly, their meeting with various cultures encourages them to continue their studies and their trying to integrate in the host country. Thirdly, the acquisition of the foreign language plays a major role regarding the integration in the host country.

The examined organizations have created programs, which serve the above purposes. Teachers are friendly with refugee children, so they communicate with them and they express their interest for their own culture. Furthermore, students on organizations interact and communicate with children from many cultures. Teachers organize their lessons in this way, so as children communicate and cooperate. Lastly, the programs of the organizations have as a main target the acquisition of the Greek language.

On fifth question of the questionnaire all students answered that the supportive lessons to organization encourage them to continue their studies. All seventeen students agree with the above statement. This question can be explained if the researcher takes into consideration the question seven and ten. On seventh question all students except one mentioned that teachers and classmates are interested in the national languages of the refugee children. Furthermore, on tenth question students noted that the coexistence with various cultures on the organization empowers them not to be alone. Refugee children need a motivation to continue their studies on a host country. So, the friendly environment, which organizations have created, is fruitful for them not to give up their studies.

On fourteenth question students expressed their opinion as far as the contribution of the organization to the learning of the Greek language (see chart 6).

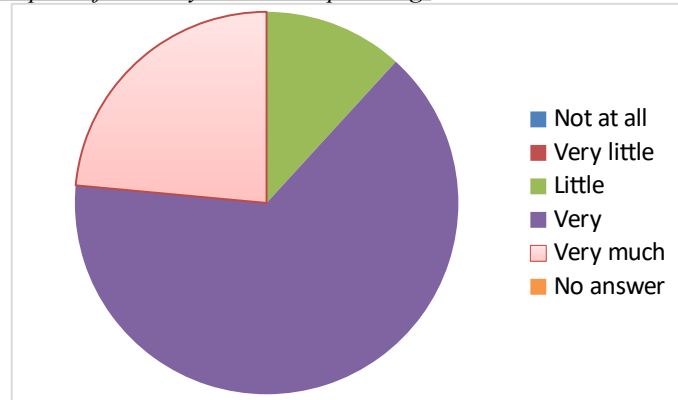


Chart 6: Contribution of organizations.

Additionally, students on the last question expressed their view regarding the significance of the language on their integration in Greece (see chart 7).

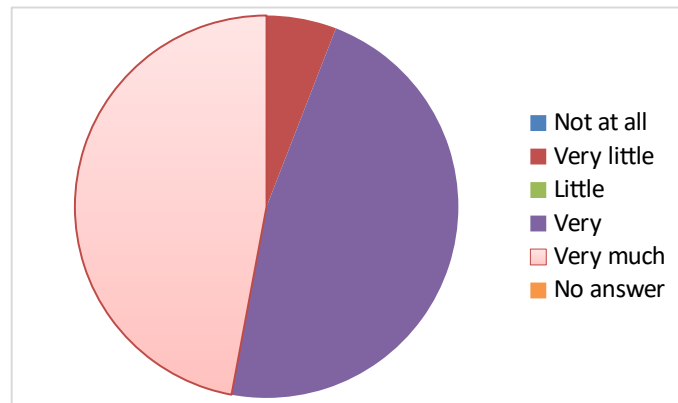


Chart 7: Language: important factor for integration.

4. Discussion

The investigation was held between two organizations underlines points as far as the role of teachers, the attitude of schools and organizations to diversity, the lesson planning and the lesson planning for intercultural education. The researcher points out the contribution of NGOs in Greek language learning through the above thematic units.

The researcher pointed out that the participants of the questionnaires understood the demanding work of teachers, which is the teaching on multicultural classes. Their understanding could facilitate the educational process because students follow the instructions and they cooperate, so as the educational targets are achieved. Despite of the demanding work of teachers, children underscored that their teachers not marginalize their culture and their mother tongue. On multicultural classes teachers should create lesson plans, which promote the fight against racism and prejudices, promote the cooperation, boost the motivations of children, use the appropriate teaching methods and they should be competent to support refugee children mentally.

The attitude of schools and organizations to diversity is of utmost significance. Students answered that their school helps them to feel welcome and most of them confirmed that the process of their enrollment on organization not met obstacles. This leads to the creation of acceptance sense. Given that the schools and organizations should handle the diversity of their classes, the existence of acceptance sense to refugee children is necessary. Through the acceptance sense students feel safe and they are encouraged to continue their studies and their trying to integrate in host country.

Schools and organizations should create lesson plans, which refugees can participate on them, responding in their educational level. Depending on the answers of refugees, it seems that children enjoy the lesson plans of the organizations. This means that NGOs take into consideration the educational needs of refugees and the principles of the intercultural education.

Organizations follow the lesson planning of public schools and then, they create lesson plans, which are based on educational needs of students. Students of NGOs firmly answered that the lessons on organizations encourage them regarding their studies. This means that students enjoy the lessons of organizations and they succeed on their educational levels. What is more, the coexistence with various cultures on NGOs empowers the belonging sense of students. They feel that they belong to a group with the same interests, problems and purposes. Students need to feel that there are children, who try to integrate in Greece, too. Most of children answered that it is important the contribution of organization to the learning of Greek language and they noted that the role of Greek language regarding their integration in Greece is of high importance. Students participate on NGOs programs, in order to attend classes, which help them with their educational progress. They aim to integrate in Greek school and they want to learn Greek language, so as to be integrated smoothly.

The implementation of the purposes of intercultural education needs the change of attitude of teachers and the change on lesson planning. The intercultural education addresses to all students and all types of schools. Teachers should respect the democratic values and they should be open- minded, so as to accept the diversity (Banks, 2000). It is clear that teachers, organizations and public schools affect the integration process of refugee children. Greece has created programs with intercultural character and organizations have established, so as to facilitate the language learning of refugee children. In this context, teachers enrich their knowledge and they try to meet the needs of intercultural education. The intercultural education is reality and all, who are involved, should be well-prepared.

Due to the enormous migratory flows, Greece has established programs, so as to promote equality and respect among the cultures. The Greek educational system creates programs in order to integrate refugees in schools. The attitude of schools plays important role in emotional situation of students. The failure of students means that he/ she cannot meet the needs of educational system (Kaloforidis, 2014). Schools help students to coexist in host country, preparing them to accept and understand the diversity. According to Akkari A., and Radhouane M., (2022) in multicultural classes teachers should place refugee children in a productive situation connecting the various characteristics and their relationship to the school context. Teachers should take into consideration the way that children live and think about their environment. Furthermore, teachers should copy with the challenge of being prepared to

teach both mainstream students and refugee children and they should prepare both to become active and responsible citizens. Schools and organizations should create appropriate conditions for substantial decision- making on the level of innovation and change and they should promote the development of group spirit, accommodation for communication possibilities and exploitation of the teachers' experience. Also, teachers should boost diversity sensitization activities and the school and organizations should offer the framework for the planning and implementation of a real cross- cultural education policy.

Schools should create a school environment, which will meet the needs of multicultural classes and it will promote the interaction among the students. The main duty of education is the preparation of students to be open- minded and they will be eager to accept diversity. Students should participate on activities, in which they will develop their empathy sense, securing a safe and friendly educational environment. The safety, the stability and the belonging sense should be ensured through the lesson planning. The efficiency of the lesson plans depends on the ability of teachers. A well-structured lesson plan is a tool for teachers, which they should use it with an intercultural orientation. This means that, they should enrich their lesson plans with the cultural elements of their students, without ignoring the instructions and the principles of intercultural education (Sgoura A., Manesis N., Mitropoulou F., 2018). Schools and organizations should underline the positive contribution of minority groups and they should create lesson plans, which may reflect the contribution and the expectations of each diverse group (Spinthourakis J.A., Lalor J., and Berg W., 2012).

An intercultural lesson plan is linked with the appropriate education of teachers. They should accept the cultural differences, fight against prejudices and they should know the cultural elements of refugees, in order to understand the culture of refugee children. It is important teachers respect and accept diversity, promote the harmonious coexistence and equality in order to create chances for interaction and cooperation among the students. This kind of relationship on school will affect the relationships of students on society. Apart from the above, teachers should be prepared to be critically evaluated for their opinions. They should dignify on cultural elements of refugee children, so as to create a friendly environment. So, teachers should take into consideration the cultural elements of refugee children, their necessities, their prior experiences, the purposes of lesson plans, the laws of host country and their opinions, in order to meet the needs of intercultural education (Euaggelou, O., 2005).

According to Mishra D., Digidiki V. and Winch P. J. (2020), when refugees have positive experiences with NGOs, they express their desire to stay and integrate in host country. Refugee children need supportive people, who understand their needs. For example, when refugee children understand that NGOs invest in their future and they try to integrate them in host country, helping them to develop new skills, they interpret their experience with NGOs as supportive. For this reason, NGOs consist of experienced teachers, who know how to encourage refugee children to participate in language classes, so as to build their future in host country. The examined research underscored that the participants enjoy their stay in organization, they are helped with their educational progress and they are encouraged as far as their integration in host country.

4.1 Suggestion for further research

A suggestion for further research is the examination of the role of parents in the learning process. The communication between school and family has only advantages for refugee children. To accomplish the cooperation between parents and schools, should both of them to try. The presence of parents in school and their collaboration with the educational process encourage refugee children to continue their studies.

According to Bastiani J. (1986) there are nine areas, which the relationship between parents and school can be accomplished. Parents should: help in the operation of school, involve in the learning of their children, take part in meetings of school and discuss about possible problems, be informed about the educational progress of their children. The opinions of parents should be taken into consideration by the school and the school should create special programs for the educational progress of parents. The relationship between parents and the school is based on the principle of mutuality, which presupposes mutual participation and mutual responsibility. Having taken into consideration all the above, the researcher firmly believes that the role of parents in the educational process is an interesting topic, which worth to be examined in the future.

5. Conclusion

To sum up, this master thesis presents and examines four basic axes. The first is the role of teachers in the learning process, the second is the attitude of schools and organizations to diversity. The third is the lesson planning and the fourth is the lesson planning for intercultural education. All the above axes are analyzed regarding the learning of Greek language by refugee children and how their learning contributes to their integration in Greece. Continuously, the researcher uses the qualitative research to create questionnaires. Firstly, he/ she writes a literature review and secondly, he/ she shares questionnaires to refugee children and then he / she draws the conclusions.

On the context of multicultural classes, teachers should jeopardize their views and respect the disunion. Their lesson plans should be created regarding the educational needs of their students, moving away from the traditional teaching methods. The learning of Greek language is a demanding process. So, the lesson plans should follow the ideal teaching strategies and methods, in order to acquire the language.

The school environment should promote human rights and highlight them during the learning process. Teachers, parents and the society should encourage children not to give up their studies, giving them the appropriate motivations to continue with them.

It is clear that, in Greece the adoption of the intercultural education, the learning of the language and the creation of programs, which will follow the principles of the intercultural education, are necessities. Refugee children should broaden their horizons, enrich their language skills and their confidence, in order to integrate in Greece. The gradual restoration of the sense of security and stability is necessary for the harmonious integration of refugee children and it is a basic duty of Greek society.

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Appendix

Questionnaire

- Sex: Boy/ Girl:
- Country of origin:
- Age:

Questions:

Part A:

1. The public school helps me to feel welcome.

1. Agree	2. Disagree
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2. My school respects my culture.

1. Agree	2. Disagree
----------	-------------

3. It is difficult for my teachers to teach on different cultures at the same time in the classroom.

1. Agree	2. Disagree
----------	-------------

4. My enrollment on organization was easy for me (as far as the necessary documents)

1. Agree	2. Disagree
----------	-------------

5. The supportive lessons to organization encourage me to continue my studies.

1. Agree	2. Disagree
----------	-------------

6. My teachers respect my culture and my national language.

1. Agree	2. Disagree
----------	-------------

7. During the lessons teachers and my classmates are interested in my national language.

1. Agree	2. Disagree
----------	-------------

8. The instructions of the activities are understandable.

1. Agree	2. Disagree
----------	-------------

Part B:

9. The teachers of the organization help me with my studies.

1. Not at all	2. Very little	3. Little	4. Very	5. Very much
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10. The meeting with various cultures on the organization empowers me that I am not alone.

1. Not at all	2. Very little	3. Little	4. Very	5. Very much
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11. During the activities you need to cooperate with your classmates. Do you enjoy this kind of activities?

1. Not at all	2. Very little	3. Little	4. Very	5. Very much
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12. Is the supportive material meets your educational needs?

1. Not at all	2. Very little	3. Little	4. Very	5. Very much
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13. Do you enjoy the games during the lessons?

1. Not at all	2. Very little	3. Little	4. Very	5. Very much
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14. Is organization contributes to the learning of Greek language?

1. Not at all	2. Very little	3. Little	4. Very	5. Very much
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15. Is language important for your integration in Greece?

1. Not at all	2. Very little	3. Little	4. Very	5. Very much
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