



**European Approaches
to Inter-Generational
Lifelong Learning**

**Greek as a Second Language for
Employed Immigrants**

**GREECE
Case Study Identity Card
2007**



Education and Culture

www.eagle-project.eu

Socrates
Grundtvig



EAGLE CASE STUDY

GREECE

Work Package:	WP 2 Scoping & Mapping
Authors:	Charalampos Magoulas, Elisabeth Ioannidis & Demosthenes Agrafiotis (NSPH); Anargiros Koumparelis & Eleni Lili (IDEKE), Greece
Research Coordination:	Thomas Fischer & Walter F. Kugemann (FIM-NewLearning), Germany
Project Officer at the European Commission:	Brian Holmes & Ramunas Kuncaitis
Publisher:	FIM-NewLearning, University of Erlangen-Nuremberg, Konrad-Zuse-Straße 3, D-91052 Erlangen, Phone: +49 9131 8524735, Fax: +49 9131 8524738, E-Mail: info@fim.uni-erlangen.de , Web: www.fim.uni-erlangen.de

An electronic version of this document can be obtained at the EAGLE website:

www.eagle-project.eu

© Copyright by the EAGLE Consortium, 2007

The EAGLE-Project is co-funded by the European Commission, DG Education and Culture under the SOCRATES GRUNDTVIG Programme.

Grant Agreement Number: 229981 - CP - 1 – 2006 - 1 - GR- GRUNDTVIG – G1

The content of this document reflects the view of the responsible authors of the report. Neither the European Commission nor the project partners or any person acting on behalf of the Commission is responsible for the use that might be made of the information in this document.

All rights reserved. No part of this publication may be reproduced, stored in any retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission of the copyright holder for which application should be addressed in the first instance to the publishers. No liability shall be attached to the author, the copyright holder or the publisher for loss and damage of any nature suffered as a result of reliance on the reproduction of any of the contents of this publication or any errors or omissions in its contents.

Design, Logo and Title Photos by Claudia Fuchs & Brigitte Gall, FIM-NewLearning





TABLE OF CONTENT

1	EXECUTIVE SUMMARY	3
2	GENERAL DESCRIPTION	4
3	DESCRIPTION OF COLLABORATING GROUPS	5
4	DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES	6

1 EXECUTIVE SUMMARY

Executive Summary

The Programme 'Greek as a Second Language for Employed Immigrants' has been planned and is supervised by the General Secretariat for Adult Education of the Ministry of National Education and Religious Affairs. It is been implemented by the Institute for Continuing Adult Education of the General Secretariat for Adult Education and is a part of the European Operational Programme for Education and Initial Vocational Training.

The programme is addressed to employed immigrants of all nationalities, husbands and wives of Greek citizens, as well as to all those wishing to receive a residence permit in Greece. Immigrants are a very fragile social group facing social exclusion in labour markets and in the area residence. Language is a fundamental obstacle for immigrants' social integration.

Consequently, the targets of the programme are the smoother incorporation of the immigrants into the economic, social, as well as the cultural life of the country, the strengthening of their employment status and the participation in the certification procedure of the knowledge for all those wishing to do so. The educational programme is structured of learning levels, in which the trainees are graded further to their application and the relevant grading test as well.

Given the fact that this programme is addressed only to employed immigrants, the good practices of this case can be extended or simply transferred to another programme covering also the case of unemployed immigrants. Many applicants experience continuous or temporary unemployment and they do not have the possibility to participate in the programme.



2 GENERAL DESCRIPTION

<i>Title</i>	Greek as a Second Language for Employed Immigrants
<i>Country/ Countries of origin</i>	Greece <u>Comments:</u> It is a part of the European Operational Programme for Education and Initial Vocational Training.
<i>Duration</i>	Starting Year: 11/2004 End Year: 12/2005 <u>Comments:</u> The first part of the project finished in 12/2005, when it was extended.
<i>Status</i>	<ul style="list-style-type: none"> ▪ Running <u>Comments:</u> The second and the third phase of the project are running simultaneously.
<i>Managing institution</i>	<ul style="list-style-type: none"> ▪ Public organisation/Ministry ▪ Private training organisation <u>Comments:</u> The programme is an initiative of the General Secretariat for Adult Education of the Ministry of National Education and Religious Affairs. The undertaker is IDEKE (Institute of Adults' Continuous Education), which is a private organisation.
<i>Contact de- tails</i>	Last Name: Lili First Name: Eleni Title: Government functionary Position/Role: Contractor Institution: IDEKE Street: Acharnon 417 Town: Athens Post Code: 11143 Phone: 0030 210 2584804 Fax: 0030 210 2530349 E-Mail: metanastes@ideke.edu.gr URL: http://www.ideke.edu.gr/programs.asp?cat=2&pr=40
<i>Funding</i>	<ul style="list-style-type: none"> ▪ Public <u>Comments:</u> 75% European Social Fund and 25% National Resources. The budget of the first phase was 500.000 €. The current budget is 3.300.000 €.
<i>Partnership arrange- ment/organis- ational form</i>	<ul style="list-style-type: none"> ▪ Bottom-up, grass root initiative <u>Comments:</u> The programme was designed in detail from the beginning. Only few changes were made afterwards.
<i>Scale</i>	<ul style="list-style-type: none"> ▪ National <u>Comments/Description:</u> It covers 56 prefectures (100% of the Greek territory).

3 DESCRIPTION OF COLLABORATING GROUPS

<i>Collaborating Group I</i>	All trainers have a bachelor degree (only a few a Master degree or Ph.D.) in philology. The majority of them are specialised in linguistics. Females are the majority. All trainers work in schools and private institutions as teachers. Most of them live in urban and semi-urban regions. They belong to the middle social class.
<i>Total number of Collaborating Group I</i>	231 <u>Comments:</u> This number represents the participants in the whole country. It is not stable: it varies with the needs of the programme.
<i>Age group(s) of Collaborating Group I</i>	<u>Minimum Age:</u> 26 <u>Maximum Age:</u> 45
<i>Collaborating Group II</i>	Immigrant workers, husbands and wives of Greek citizens. They belong to the lower or middle social class. Most of them have accomplished only compulsory education or only primary. They live in all regions of Greece (agricultural, semi-urban and urban).
<i>Total number of Collaborating Group II</i>	8,553
<i>Age group(s) of Collaborating Group II</i>	<u>Minimum Age:</u> 18 <u>Maximum Age:</u> 65 <u>Age distribution:</u> From a sample the period from January to June 2006: the classification of participants is as follows: <20: 29, 20-29:446, 30-44:1030, 45-64:406 and >65:18. 69 participants did not respond.

4 DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES

The practice description of intergenerational learning practices serves a twofold purpose: i) a qualitative practice description of the case and ii) a quantitative assessment of additional case descriptors.

Description of Learning Arrangement & Learning Practice

The aims and the objectives of the programme go hand in hand with the needs of the immigrants. The learning of Greek as a secondary language give immigrants the opportunity to:

- Develop the required competences so that they will be able to come up to the communication situations of everyday life.
- Familiarize themselves with the social habits, the living conditions and everything that belongs to social life, to history and culture of the country, through the development of communication ability in the Greek language.
- Develop the communication competence so they will be able to come up to a good level of knowledge of the Greek language, recognize the diplomas acquired in the country of origin and be integrated in the formal educational system (Second Chance Schools) or acquire new skills, essential for their personal and professional development.

General objectives of this programme are to contribute to the equality of opportunities between the two sexes, as well as to the empowerment of the social and professional status of women and to promote the diffusion of the Greek language.

All of the above aim in motivating the immigrants to participate to this programme because they confront major problems of integration and they want to improve their quality of life. These problems are:

- Exclusion from cultural and political activities;
- No possibility to assert their rights at work (time off work, health and safety, trade unions);
- Harassment and discrimination.

The courses are structured in such way to offer to immigrants' as many as possible examples from the everyday life so they can improve directly their communicational ability. Visits to cultural sites, visits to cinema and theatre, video projections, newspaper articles, role playing workshops, Greek songs listening lessons, literature based reading and listening lessons are the main learning materials and methods that initiate them to the Greek civilisation and culture. The basic pedagogical approach is tutoring and mentoring according to the Adult Education principles.

The 100 hours learning programme defines the learning activity that takes place twice or three times per week (3 hours lesson). The interaction between the participants and the trainers is organised in relation with the competences of the instructors who are professionals and with the immigrants' needs.

Location of the learning activity

Formal setting i.e. educational institute

Comments: Sometimes the learning activity takes place in museums.

Learning activities (related to policy objectives)

- Education, training & learning
- Mentoring i.e. intergenerational support, services and consultancy
- History and reminiscence incl. oral history, preserving cultural heritage, work with contemporary witnesses

<i>Fields of Learning</i>	<ul style="list-style-type: none"> ▪ Individual competence development (for private and professional purposes) ▪ Productive cultural assimilation
<i>Knowledge & Learning Exchange/Flow between the target group(s)</i>	Balanced and/or bi-directional e.g. shared activities
<i>Interactions between the target group(s)</i>	<ul style="list-style-type: none"> ▪ one-to-many ▪ physical/offline interaction
<i>Categories of the learning activity</i>	<ul style="list-style-type: none"> ▪ Formal <p><u>Comments:</u> The certificate provided for Lifelong Learning is not officially recognised. The endeavour to achieve recognition of the certification is still in progress.</p>
<i>OECD/DeSeCo Competences addressed by the CS:¹</i>	<p>1 = Competence Category 1: Using Tools Interactively</p> <p>1.1 = The ability to use language, symbols and text interactively</p> <p>1.2 = The ability to use knowledge and information interactively</p>
<i>EC Key Competences addressed by the CS:²</i>	<ul style="list-style-type: none"> ▪ Communication in a foreign language ▪ Interpersonal and civic competences
<i>Success factors and barriers of the CS</i>	<p>This programme designed to cover a very important need and it is the very first initiative in Greece regarding the employed immigrants. The use of such teaching methods totally adjusted to trainees' special needs is to considered innovative practice that can be applied in other relevant programmes of teaching of Greek as a second language (minorities). The main barriers to overcome have to do with prejudices from the part of the Greek population, stereotypes in the local societies, suspicion and mistrust from the part of the immigrants. However the programme is running successfully and its efficiency corresponds to the initial plan.</p> <p>The instructors mention that there are no critical incidents to be referred inside the classroom. Nevertheless, slight problems are encountered when the participants can not speak Greek and English at all – the English language is used as auxiliary in some cases of vocabulary teaching. The help of the other participants is more than welcome. Finally, the phenomenon of the division of the class in small groups according to the participants' nationality (Russians, Albanians, people from the former Soviet Republics) does not constitute significant problem.</p> <p>The only noteworthy changes during the past two years are:</p> <ul style="list-style-type: none"> ▪ The programme begun without hiring professionals in charge of management issues in every prefecture. From 10/2006, managers are responsible for the function of the programme in every prefecture. ▪ From 2006 the groups and the budget of the programme increased due to great demand.

¹ The Executive Summary is available at: <http://www.oecd.org/dataoecd/47/61/35070367.pdf>

² The Key Competences of the European Commission is available at: <http://ec.europa.eu/education/policies/2010/doc/basicframe.pdf>

Results of the CS

The specific short and long-term outcome of the learning activity is the facilitation of the everyday life of immigrants; because they will be able to deal with official papers, to assert better job opportunities and better work terms, to participate in cultural and political activities, help their children to integrate into school and social life. In general terms, immigrants obtain higher self-esteem and become more social and less afraid of facing the daily routine, because speaking Greek is a primary factor for their inclusion in the Greek society.

Another benefit is evidently the certification of Lifelong learning they get by the end of the programme, although it is not yet officially recognized.

Finally given that an internal evaluation will be available only after the end of the second phase of the programme, the project managers confided the evaluation to a private company (P.L.M.). This external evaluation is positive, though there are no specific data available.