

**LEARNING DIVERSITY:
A CASE STUDY OF
REFUGEE STUDENTS IN AN
ELEMENTARY SCHOOL**

**PROJECT NUMBER:
2019-1-TR01-KA201-074505**

A presentation by the Greek team

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1.1 Best practices

Of teachers and administration for the integration of children in school

- Acceptance of children in the school context
- Common holidays with children and parents
- Highlighting the positive elements / characteristics of children and strengthening them through relevant actions
- Involvement of children in cultural and sporting events inside and outside school
- Enhancing children's creativity

1.2 Best practices

Of teachers in general education classes

- activities for the careful integration of children in the educational context (games, acquaintance with children's culture, work in mixed groups, learning the 'routine' of the classroom)
- utilization of facilitators, learning some words in all languages in the class
- utilization of ICT
- very good atmosphere between children and teachers
- enhance the various ways of meaning making
- creation of flexible, additional educational material for the needs of children

1.3 Best practices

Of teachers in Reception Classes

- utilization of mediators
- use automatic translation via mobile
- utilization of various educational resources (book, dictionary, additional material, etc.)
- very good atmosphere between children and teachers
- legalization and utilization of the children's mother tongue
- Emphasis mainly on the written word (need for greater cultivation of the oral)

2. Challenges /obstacles

- Obstacles of an administrative nature
- Obstacles that arose as a result of the impact of the pandemic on the educational process
- Obstacles arising from the constant movement of families of children with refugee experience
- A curriculum that doesn't always match the students' needs
 - All the above complicate the smooth educational process of children
- Teaching Greek as L2 and the teachers' *habitus (too much emphasis on writing and reading)*
- POSITIVE: The presence of children in the classrooms allowed in practice multi-lingual and multicultural practices that were beneficial for the entire educational community

3. Limitations

- Difficulties in research arose due to the pandemic and the continuous movement of the children.
- In some cases, these factors did not allow the in-depth study of the educational progress of children for a longer period of time. In particular, the pandemic led to differences, sometimes of a negative type, in the educational process in the e-learning phase.
- Even after the pandemic the social distancing measures deprived the children of various activities that could have facilitate their integration into school and in the wider social environment

Thank you for your attention!!!



The Greek team