

Report on the Mapping of the current situation in the matter of multiculturalism in adult education in Greece

INTRODUCTION

Abstract of the Report

The report details the national intercultural status of adult teaching in Greece. The authors developed a comprehensive overview of the country policies and their accordance to European standards, as well as an analysis of formal and non-formal adult education in Greece. The authors also included a section of resources, institutions (public and private), examples of related projects and best practices, relevant articles and brief summaries of the interviews conducted under the project's tasks. The report ends with a collection of relevant information related to multicultural learners.

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FINDINGS OF THE THEORETICAL RESEARCH:

1. The current situation at national level on predominant cultures (statistics).

Please provide information about at least 5 predominant cultures (including the national one) identified in your countries.

Demographic Situation-Population

The demography of Greece concerns the study of the population of Greece both in terms of statistics and in qualitative terms. In Greece censuses examining other statistics as well other than the total population and place of residence are normally conducted every ten years. The body responsible for these, as well as for other censuses of population statistics as well, such as indicators of employment, education etc., is the Hellenic Statistical Authority.

The resident population refers to the number of persons whose regular residence is located in each region, regional unit, municipality, municipal section, municipal or local community and village of the country. The resident population includes all people regardless their nationality, who in the framework of the Population - Housing Census 2011 declared their regular residence as being within the Greek territory.



	Culture	Percentage	Number of population	Any other comments relevant	
				Language spoken	Location
1.	From different countries about to access the EU	3.64%	364.652	More than 30 languages and dialects with predominance in Arabic, Farsi and Kurdish	All over Greece
2.	Other EU member States	2.05%	205.221	Albanian (52.7% of them), Bulgarian (8.3% of them), Romanian (5.1% of them)	Mainly in the Northern Greece
3.	Asia and Middle-east	0.93%	92.670	Arabic, Farsi, Chinese and local dialects	Mainly in Central Greece and the islands
4.	Africa, Caribbean and South, Central America	0.76%	75.930	French, Spanish and local dialects	Mainly in Central Greece and the islands
5.					

2. The current situation on the National Policies and Strategies to support multiculturalism.

2.1 The existent national policies and strategies

2.2 The alignment of national policies at European level

Please provide information about the following sectors: social, employment, public services, education, medical sector. 1-2 pages

The State administration including National Policies to support Multiculturalism is organised on the basis of decentralization. According to [Law 3852/2010](#) “New Architecture of Local Government Administration and Decentralisation - Kallikratis programme”, the Municipalities and the regions constitute the first and second levels of local government. As an expression of popular sovereignty, they form a fundamental institution of the public life of the Greeks, as this



is established in the provisions of article 102 of the Constitution and the European Charter of Local Self-Government, ratified by [Law 1850/1989](#). Municipalities are self-governing territorial public entities and are the first level of local government. Regions are self-governing territorial public entities and are the second level of local government. Decentralized administrations are assembled as single units for the decentralized agencies of the state and exercise general decisive authority in state affairs of their region, in accordance with article 101 of the Constitution.

Bodies/agencies responsible for education at a central level

Education policy is designed by the government and constitutes part of the general policy selected and implemented in various sectors. Responsibility for the design of the education policy, the supervision and monitoring of its implementation, as well as administrative responsibility for the entire education system across all fields, agencies and levels lies with the Minister of Education and Religious Affairs. Through the various services of the Ministry, the Minister drafts the bills and the presidential decrees regulating the functioning of education and publishes the relevant ministerial decisions.

Based on the [L. 4559/ 2018](#) and [4622/2019](#) and the [Presidential Decrees 81/2019,83/2019](#) and [84/2019](#) the services of the Ministry of Education and Religious Affairs are structured as follows:

A. The Ministries Offices:

- a. Political Offices of the Minister, the Deputy Ministers
- b. Offices of the General Secretaries for the Ministry of Education
 - General Secretary for the Primary and Secondary Education kai the Special Education
 - General Secretary for the Higher Education
 - General Secretary for the Vocational Education and Training and the Lifelong Learning.

B. Single administrative units subject to the Minister:

- a. The Directorate for Internal Control
- b. The Department for Parliamentary Control
- c. The Press Office
- d. The Department for Legislative Initiatives



e. The Office of Scientific Consultants.

C. Regional educational Directorates

There are thirteen (13) Regional Directorates of Primary and Secondary Education, subject to the General Secretary but are responsible for education Issues at local level.

3. The current situation in the matter of multiculturalism in adult education at national level.

3.1 In the formal education

The National Committee for Vocational Education and Training is responsible to coordinate and monitor actions that implement the development of Vocational Education and Training and Apprenticeship. The Minister of Education and Religious Affairs along with the Minister of Labor, Social Insurance and Social Solidarity are also recommended on highly important issues of their competence related to the implementation of the above actions.

Accordingly, the Technical Committee, when putting into effect, its work

- Takes into consideration the developmental priorities of the country, on a national, regional and local level
- Gives careful thought to the recommendations of the Regional Committees of Vocational Education & Training, to Synergies for Apprenticeship of social partners and other stakeholders
- Takes into consideration the outputs of the Mechanism for the Diagnosis of Labor Market Needs delivered by the Ministry of Labor, Social Insurance and Social Solidarity
- May ask for participation in its assemblies, according to the topics on the agenda, a representative from the Institute of Educational Policy who will propose on issues of his/her competencies, as well as representatives of services and agencies supervised by the Ministries and of social partners
- May assign, on the spot, committees that will deliver an opinion in aid to its work.

The approval of Curricula and the Syllabus is given by the Ministry of Education and Religious Affairs. ([L. 4186/2013](#), as amended by [L. 4310/2014](#) and [L. 4327/2015](#)).

Higher Education Institutions are self-governed Public Law Legal Entities, subject to supervision by the Ministry of Education and Religious Affairs.



Lastly, specific areas of responsibility have been delegated to bodies supervised by the Ministry of Education and Religious Affairs, such as:

- The [Institute of Educational Policy \(IEP\)](#), which is an executive scientific agency supporting the Ministry of Education and Religious Affairs and the bodies supervised by the former, in issues related to primary and secondary education, post-secondary education, the transition from secondary to tertiary education; the teachers' professional development with seminars and tackling dropping out and early school leaving with the objective to assure the right to education for all.
- The [Authority for Quality Assurance in Primary and Secondary Education \(ADIPPDE\)](#) was established by [L. 4142/2013](#) as an independent administrative authority seated in Athens. It is administratively autonomous but subject to the Minister of Education and Religious Affairs who controls the legality of its actions.
- The National Exams Organization (EOE). Its mission is to ensure high quality and transparency in the national competitive Exams for the entrance to Tertiary education
- The [National Academic Recognition Information Center \(DOATAP\)](#), which is responsible for the recognition of degrees awarded by foreign Universities and Technological Institutions

3.2 In the non-formal education

Please provide information about the Intercultural Competences Courses available in your countries (in the formal or non-formal sectors; didactic masters, educational offers including ICC). 1-2 pages

Structures and Programmes for education and training in Lifelong Learning run by the General Secretary for Professional Education and Training and Lifelong Learning, are the Second Chance Schools (SDE), the Institutes of Vocational Training (IEK). The Centres of Lifelong Learning (KDBM) are a program.

Second Chance Schools grant school leaving certificates equivalent to those of Lower Secondary Schools (L. 2525/97). There are 76 SDEs operating throughout the country (24 are annexes). The 12 Second Chance Schools in detention centres are working closely with the Ministry of Justice, Transparency and Human Rights.

Institutes of Vocational Training provide initial vocational training and grant a diploma of professional specialty (L. 4186/13). There are 128 IEKs operating in the country and 2 in detention centres.



The Centres of Lifelong Learning operate in close relation with municipalities and provide programmes of general education for adults. 270 municipalities participate in the project.

Lastly it should be mentioned that with L. 4386/2016 all regional directorates for Lifelong Learning are abolished.

4. The current practical situation in the matter of multiculturalism in adult education at national level.

4.1 Public support institutions (add tables as needed, at least 2 institutions)

Name	Office for the Education of Minorities (Regional Directorate of Education of Eastern Macedonia and Thrace)
Website	https://www.minedu.gov.gr/
Target group	Migrants and refugees
Services offered	Education of minorities

Name	Centers of Educational and Counseling Support
Website	https://www.ypes.gr/ https://www.minedu.gov.gr/
Target group	Migrants and refugees
Services offered	Monitor, coordinate and support educational centers and counseling support centers

4.2 Private support organizations (add tables as needed, at least 2 institutions)

Name	CARITAS-HELLAS
Website	http://www.caritas.gr
Target group	Migrants and Refugees
Services offered	Caritas Hellas Social Service Center opened its doors on the 24th of June 2016. Its main purpose is to provide psychosocial support to refugees and migrants, information on issues of the beneficiaries' interest and to organize social integration activities. The services are provided in cooperation with governmental and non-governmental bodies and are addressed to all beneficiaries, regardless of their legal status.

Name	Greek Council for refugees
Website	http://www.gcr.gr/index.php/en/



Target group	Migrants and refugees
Services offered	The overall goal of the project is to enable vulnerable refugees and asylum seekers in Greece to exercise their legal and social rights and to ensure access to their enjoyment. Within this framework, GCR proposes a project which will support asylum seekers and persons in need of international protection to access the protective services they deserve. This will be attained through the proposed holistic services and activities hereby outlined. The beneficiaries of the project are persons in need of international protection in the first-line reception centres inside and around the territorial division of Thessaloniki, with a particular focus on the identification and support of those most vulnerable amongst them, such as UASC, single-headed families, families with members who have health issues and/or disabilities, and families with many members. Unaccompanied children are considered to be an extremely vulnerable group considering the lack of appropriate alternative care and protection, and the inadequacy of legal and psycho-social supporting mechanisms. All the activities outlined in the proposal will commence immediately, due to the emergency situation that the project addresses.

4.3 Projects / Best practices (5 examples) (add tables as needed)

Name	SOCIAL DYNAMO
Link	https://www.socialdynamo.gr/en/event/good-practices-for-refugee-integration/
Target group	Refugees, asylum seekers and migrants
Actions offered	The training, taught by the Dutch Council for Refugees (DCR) together with the Greek Council for Refugees (GCR), will focus on good practices for the integration of refugees, asylum seekers, and migrants in Greece. The morning session will discuss the possible content of 'integration' and provide an overview of integration issues in Greece and the Netherlands as well as the role that NGOs can play in this regard. In addition DCR & CGR will share and exchange best practices with the participants from their extensive experience in this field. The second part of the training will be interactive. By using the lessons learned from the first part, the focus will be either on (a) engaging volunteer participation in the organisations (b) designing specific interventions (c) encouraging



	participation from target group communities. The training aims to provide the participants with the necessary skills in order to apply good practices on integration in their own working field.
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Name	THE ORANGE HOUSE COMMUNITY CENTER
Link	http://zaatarngo.org/projects/
Target group	Migrants and refugees in Athens area
Actions offered	The Orange House is the home of Za'atar NGO . A two-story building in the heart of central Athens, The Orange House provides a variety services to refugees and migrants based in Kipseli area. Here, refugees find a safe place to feel empowered, learn, and grow open Monday through Saturday from 10:00am to 8:30pm. The largest service the Orange House offers is our daily schedule of classes. Offering language classes in Greek and English, our school's curriculum fills two classrooms 6 days a week. We also offer vocational training (fishing, tailoring, cooking, and more). We also offer the services of a lawyer and psychologist who offer services in Greek, English, and French and also offer interpreters. We make a particular effort to employ teachers from the refugee community so classes can be taught by a Farsi or Arabic native speaker. In addition to language classes, the Orange House also offers extra curricular courses such as Yoga, Dance, Guitar, Piano, DJ Club, and Book Club. Many beneficiaries arrive at the Orange House learn about the other services we offer including a free daily meal and CV workshops. Our lunch is served daily at 3:00pm and always served without meat in order to both reduce costs and our environmental footprint. Read more about our efforts to reduce our environmental impact below. Finally, our CV workshops are slowly growing into a larger jobs support program through a new organization, Project Layali, founded by Za'atar's team. You can read more about Za'atar's efforts to assist refugees and migrants with employment opportunities below.

Name	Learning for Integration Project: Quality Learning and Non-Formal Education for Refugees and Migrant Children in Greece
Link	https://www.elix.org.gr/en/large-projects-of-elix/social-actions-to-support-vulnerable-groups-and-awareness/learning-4-integration-education-elix-en
Target group	Refugees and migrant children in Greece
Actions offered	The aim of this project is to provide non-formal education and homework support to refugees and migrants children, as well as their parents, in order to contribute to their smooth integration into the formal education system through innovative educational methods. The project is designed to provide day-to-day coverage of the educational needs of children aged 3-



	17 and daily homework support for children aged 6-15. The project is being implemented in: Refugee Camps , the Education Centre of ELIX in Patison Str, as well as in Primary Schools of the Municipality of Athens, the 51st (Akominatou 40) and the 99th School (Iglas 11) , where the programme is being implemented in the framework of " Athens Open Schools " Project with founding donor the Stavros Niarchos Foundation .
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Name	The ACCMR Digital Coordination Platform
Link	https://www.accmr.gr/en/digital-platform.html
Target group	Migrants and refugees in Athens
Actions offered	The ACCMR Digital Coordination Platform aims to support the effective mapping of services and activities concerning migrant and refugees in the city of Athens and thus to facilitate the exchange of information and resources between the different groups involved in the provision of services and the organization of activities for migrants and refugees within the geographical boundaries of Athens.

Name	MELISSA
Link	https://melissanetwork.org/
Target group	Migrant and refugee women in Greece
Actions offered	Melissa is a network for migrant and refugee women living in Greece. It aims to promote empowerment and active citizenship, to create and sustain bonds, and to build a bridge of communication with the host society. Founded in September 2014 with the direct involvement of migrant women leaders, it has members from 45 countries who live and work in Greece. It operates on the basis of a common platform, a hub where networks and individuals can meet, share their concerns and ideas, and support each other in the pursuit of their common goals.

4.4 Relevant articles (5 articles from the last 5 years) (add tables as needed)

Name	Multiculturalism: conceptual clarifications and policy issues
Link	http://repository.edulll.gr/edulll/bitstream/10795/247/4/247_01_%CE%A4%CE%B5%CF%8D%CF%87%CE%BF%CF%82%20%CE%A0%CE%B5%CF%81%CE%B9%CE%BB%



	CE%AE%CF%88%CE%B5%CF%89%CE%BD.pdf
Target group	Migrant and refugees trainees
Key words	Political changes, multiculturalism,
Findings	The political changes of the last fifteen years have transformed the Greek society into a redefinition of the relationship between the state and the nation. The need to ensure a normal social life leads to new identity policies across multiple levels and areas (public administration, education, work, neighborhoods) at the heart of multiculturalism. In the seminar we will attempt to (a) delineate the distinction between multiculturalism and multiculturalism, (b) summarize the consequences of applying multiculturalism, and (c) present the criticism of critical culturalism. The purpose of the presentation is to further the scientific and political delimitation of multiculturalism by demonstrating its historical significance.

Name	Intercultural education: Theoretical understanding and practical I and II
Link	http://repository.edulll.gr/edulll/bitstream/10795/247/4/247_01_%CE%A4%CE%B5%CF%8D%CF%87%CE%BF%CF%82%20%CE%A0%CE%B5%CF%81%CE%B9%CE%BB%CE%AE%CF%88%CE%B5%CF%89%CE%BD.pdf
Target group	Migrant and refugees trainees
Key words	Intercultural education, diversity,
Findings	Elementary units are called today, including philosophy, curriculum, goals and practices of intercultural education, in order to prepare students for success in the face of multicultural challenges. Considering linguistic and cultural diversity as a happy coincidence and enrichment; Suggestion for the purpose of clarifying the term "intercultural education" through the discussion of basic theoretical principles and practices, which are intended to improve performance and the development of "intercultural competence" in learners.

Name	Education experiences in Albania, Russia and Georgia
Link	http://repository.edulll.gr/edulll/bitstream/10795/247/4/247_01_%CE%A4%CE%B5%CF%8D%CF%87%CE%BF%CF%82%20%CE%A0%CE%B5%CF%81%CE%B9%CE%BB%CE%AE%CF%88%CE%B5%CF%89%CE%BD.pdf
Target group	Migrant trainees from Albania, Russia and Georgia



Key words	Multiculturalism, hellenic school, greek educational system
Findings	The multiculturalism of the Hellenic school brings to light the need for more information on teachers, the difference between the educational system and the school realities of the countries of origin of foreigners and their students. Images, expectations and experiences of current students or parents identify the similarities and differences in the Greek educational system and the Greek school. This thematic unit presented the educational system and school life in Albania and the countries of the former Soviet Union. Teachers with experience of the education system in their countries of origin will develop thematic subjects such as the educational system in Albania and the former Soviet Union, the organization and structure of the school curriculum, the teaching and learning system, Discussion will follow.

5. Useful links (*name and link*)

1. Equal Society

<https://www.equalsociety.gr/en/>

2. Metadrasi

<https://metadrasi.org/>

3. General Secretariat for Immigration Policy, Reception and Asylum

<http://www.immigration.gov.gr/web/guest>

4. Solidarity Now

<https://www.solidaritynow.org/>

5. International Organization for Migration (IOM GREECE)

<https://www.solidaritynow.org/>

FINDINGS OF THE PRACTICAL RESEARCH:

Level 1 - Interviews&collection of audio/video/written testimonials from adult educators



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(Please add tables according to the number of resources created; minimum 10)

Type of product	Video
Name of the adult educator	Georgios Tsatsas
Profession	Educator – Private Consultant
Organization	In the Private Sector
Country	Greece
Key words	Professional skills, immigrants, refugees
Short description of the interview/testimonial	<p>Mr. Tsatsas is a psychologist who has worked in education and in the world of business both as an educator and as an advisor. He has worked with young people and with adults, helping them to develop their professional skills and to function in a demanding world which is constantly changing.</p> <p>The last few years he was also involved in projects with immigrants and refugees who have come to Greece. His role has been to support them in adjusting to a new reality and to acquire the knowledge and skills necessary for the improvement of their life.</p> <p>Communicating with them is not always easy. You need to show genuine understanding and empathy, patience and to adopt a personalized approach in order to gain their trust and to secure their active participation.</p>

Type of product	Video
Name of the adult educator	Anastasia Miliou
Profession	Teacher-researcher/Scientific Supervisor
Organization	Archipelagos – Institute of Marine Conservation
Country	Greece
Key words	Multinational students, multilingual and multicultural background
Short description of the interview/testimonial	<p>Mrs. Anastasia Miliou has studied Environmental Biology in England and the last 15 years is the Director of the Scientific Department of the Research Institute “Archipelagos” (www.archipelagos.gr). The Institute offers training and research activities to students and graduates from all over the world. In average, each year “Archipelagos” hosts about 500 persons from about 20-25 countries. They have different cultural background, most of them speak different languages, but they all have the same orientation, the Protection of the Environment.</p> <p>So the group of the participants in the Archipelagos activities is a typical example of multicultural and multilingual group because</p> <ul style="list-style-type: none"> - They don’t have all the same cultural background - They don’t have the same mother tongue - They don’t have all the same religion - They don’t have all the same educational background <p>On the other hand,</p>



	<ul style="list-style-type: none"> - They all communicate in the same language (English) - They all have the same scientific interests - They all have common/similar professional orientation - They all have the same interest to learn the basics of the Greek language and of the Greek civilization <p>In conclusion, Anastasia's experience is huge, working and supervising groups like the one's described above, in a multicultural and multilingual environment.</p>
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Type of product	Written
Name of the adult educator	Christos Korellas
Profession	Educator, general Manager
Organization	Private Vocational School KORELKO
Country	Greece
Key words	Vocational school, migrants and refugees
Short description of the interview/testimonial	<p>I am involved in Education for many years as owner of a Private Vocational School.</p> <p>The profession of educator give to us so many challenges every year.</p> <p style="padding-left: 40px;">Every new group of students has different characteristics, different ways to approach them, different needs and different demands.</p> <p style="padding-left: 40px;">Things become more complicated when the group of students does not belong in the same nationality and it has different cultural, religious and ethnic background. In these cases the educator must adapt the methodology according to the real needs and characteristics of the group.</p> <p style="padding-left: 40px;">In our days the teaching is becoming in many cases multinational and multilingual because of the mobility of the people especially the young people. The migrants' and the refugees'' mobility increases the needs for multilingual teaching to multilingual audiences and the challenges for the language teachers are bigger and more complex.</p> <p style="padding-left: 40px;">On the other hand we participate in EU projects in which the knowledge of the required characteristics of the multicultural training are very useful, so the aims and the products of the project will be very useful to us.</p>

Type of product	Video
Name of the adult educator	Katia Savrami
Profession	University Professor
Organization	University of Patras
Country	Greece
Key words	Dance, theatre, multicultural background, students



Short description of the interview/testimonial	In her Video interview Mrs. Katia Savrami refers to her longtime experience as a University Professor and a Choreologist with her students of Erasmus exchange program. Although the time of the classes is often limited they are very much appreciated by the students mostly because of their multidisciplinary and multicultural characteristics. The communication between students from different educational, linguistic and cultural backgrounds is always very successful. The interactive methods proposed by Mrs. Savrami between teaching and discussing are very much appreciated by her students because she achieves to unite the differences and the commonalities of their different backgrounds to a very fruitful and rewarding educational program.
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Type of product	Written
Name of the adult educator	Vasilis Kourbetis
Profession	University Professor
Organization	Open University of Greece
Country	Greece
Key words	multicultural background, students, sign language
Short description of the interview/testimonial	<p>I am involved in Educational Activities for many years and the last two decades as University professor.</p> <p>My University Students are mainly future teachers of young persons with special needs and especially with hearing difficulties and deaf.</p> <p>One of the main subjects of teaching is the Sign Language and the Teaching methodology of it.</p> <p>There is a National Sign language for each Country, there is also the International Sign Language but the teaching methodology is mainly the same</p> <p>Very often we have in front of us a multicultural and multilingual group of learners and is a challenge for the teachers to approach them getting more experience</p> <p>I discover more and more new ways for teaching them studying the international bibliography. I was not lucky because this project came in to our lives just now. It could offer to us so many good ideas and could help up to make better our teaching to multinational groups and I am going to use the outcomes and the results of the project during its pilot period and after its lifetime.</p> <p>I was not involved in teaching until today migrants or refugees with hearing difficulties but if I will have in the future such an opportunity I will try it and I am sure it will be a new challenge for me.</p> <p>Last but not least, in the near future I will start collaborating again with DIAN for a new EU project, so I will be closer to the implementation of the INCREASE Project</p>



Type of product	Video
Name of the adult educator	Elli Sarri
Profession	Actor
Organization	Independent Theatre Organization
Country	Greece
Key words	Theatre, multinational audience
Short description of the interview/testimonial	<p>Acting, according to the Ancient Greeks is a way to teach. It is a way to informal education.</p> <p>As an Actor I must be able to communicate with the people seating in front of me in the Theatre Hall, which is not very easy each time.</p> <p>If the audience of theatrical performance is more or less homogenous, to approach them, to have a communication with them, to “teach” them, it is difficult but not so difficult.</p> <p>If the audience is not homogeneous the, all the above become more difficult.</p> <p>In our days the mobility of the people is so big that in each activity, educational or not, the leader has to be able to manage multinational and multilingual groups, and it is a real challenge.</p> <p>In our country, in the last years, there is a big mobility among refugees and migrants from Asian and from African countries.</p> <p>The theatre can play a very crucial role to the inclusion of refugees and migrants in the hosting society.</p> <p>This project aims to give the necessary knowledge and experience to adult educators and among them to actors, and to help them to overcome the difficulties arising from their involvement in multilingual and multicultural audience learners.</p>

Type of product	Written
Name of the adult educator	Theodore tsimpidis
Profession	Director of Studies
Organization	Archipelagos – Institute of Marine Conservation
Country	Greece
Key words	Training and teaching activities in a multicultural environment
Short description of the interview/testimonial	<p>I organise Educational and Research Activities at International level for ARCHIPELAGOS Research Institute which is based on the Island of Samos in Greece. The target group for our activities is about 500 students and graduates every year, and it is multilingual and multicultural.</p> <p>While I am planning the activities I have to take into consideration the fact that the participants have different languages, different religions and different culture. All the programmes we are offering have to be adapted according to the needs of our participants.</p> <p>So, we are working in an multicultural and multilingual environment and it is a</p>



	<p>great experience for us. We are very satisfied because the comments we are receiving from the participants are very enthusiastic. They are focused on the chance to work in an International Environment and to receive extra courses on Greek language and the Greek History and Civilization.</p> <p>We are informed about the INCREASE Project and we decided to have a close contact with the Greek partner because we are sure that the products and the outcomes of the project will be very useful for our training and teaching activities in the future. Especially if we realise our plans to expand our activities EU International programmes.</p>
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Type of product	Written
Name of the adult educator	Ioanna Siotropou
Profession	Director of Studies
Organization	Omega Vocational School
Country	Greece
Key words	Vocational school, multilingual and multicultural training
Short description of the interview/testimonial	<p>I have started getting involved in Educational Activities very early, because my family owns for many years a Private Vocational School.</p> <p>For several decades were only Greeks. The last 15 years we had among our students young people coming in Greece from several Countries from Europe, Asia and Africa, just for studying. So our courses are both in Greek and in English.</p> <p>Having students from different language, religious and cultural background, it was a challenge for us and for me to train them the best way.</p> <p>If we had this project some years before we would have the chance to overcome more easily the difficulties we first faced during the multilingual and multicultural teaching.</p> <p>We continue multilingual and multicultural training and I hope and wish that we will continue it in the future.</p> <p>When we started it was something new for us. Now we have several years of experience and we are sure we can manage it with success.</p> <p>We have not involved in teaching or training of migrants or refugees because our programmes are focused on Vocational Training only.</p> <p>As we are getting involved in several EU projects I am sure we will get knowledge and experiences from the results of this project which will be very helpful to implement them.</p>

Type of product	Written
Name of the adult educator	Eleftheria Kouroupi



Profession	Choreographer
Organization	Private Trainer
Country	Greece
Key words	Dance, educational books, educational activities
Short description of the interview/testimonial	<p>I am a Dance teacher and writer of Educational Books for children. I am involved in Multinational and Multicultural Activities because the books I have written are not only in Greek Language. The innovation of my last book which includes text, illustrations and music, is that it is a “Book with Open End”. So each student from any country will have the chance to contribute in the production of a new publication on a similar subject by writing the text or illustrating the stories or composing the music, etc.</p> <p>All those activities will be supervised by me and will be a unique multilingual and multicultural activity since the students involved will come from different countries, different cultures and different religions.</p> <p>For me, it will also be a unique training activity. The results and the outcomes of the INCREASE Project will be very useful for me. That is why I will be in close contact with the Greek partner of the project to whom I will transfer my experience from my multicultural and multilingual activities and at the same time I will be receiving the good practices from the partners of the project and its results and outcomes.</p>

Type of product	Video
Name of the adult educator	Panos MILIOS
Profession	Educator
Organization	K MILIOS and SIA OE (DIAN)
Country	Greece
Key words	Educational, training and teaching activities, international students
Short description of the interview/testimonial	<p>Mr. MILIOS is an educator with more than 30 years teaching experience on school students, adults, refugees and migrants.</p> <p>He has organised training activities in several European countries, with multicultural and multilingual participants.</p> <p>According to him, working in such environment is always very difficult to satisfy participants with different educational, cultural, ethnic, linguistic and religious backgrounds.</p> <p>According to the written comments received by the students he has implemented his duties to them in a satisfactory way.</p> <p>Since the beginning of 2020 Mr. Milios has started organising the future educational activities for the next years, focusing again to international participants.</p> <p>He realised that the INCREASE Project offers such an experience that will be very useful.</p> <p>For his involvement in the next years in training programmes, not only for</p>



	<p>European participants, but also for participants from Asia and Africa he will need to study the results of INCREASE Project and use its outcomes.</p> <p>Finally, he hopes that in the near future he will collaborate with all the partners of the Increase project for their mutual benefit.</p>
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Level 2 - Interviews & collection of audio/video/written testimonials from multicultural learners

(Please add tables according to the number of resources created; minimum 2)

Type of product	Video
Name of the adult learner	Raimonda MICO
Status	Albanian working and leaving in Greece
Culture	Albanian
Country	Greece
Key words	Greek lessons, integration in the Greek Society
Short description of the interview/testimonial	She is of Albanian origin, leaving in Greece the last years. Coming in Greece she could not speak any Greek. Now she has learned enough Greek to be able to communicate in Greek, to work in Greece and to feel equal part of the Greek society

Type of product	Video
Name of the adult learner	Aneda MERE
Status	Albanian working and leaving in Greece
Culture	Albanian
Country	Greece
Key words	Lessons of Greek language, , integration in the Greek Society
Short description of the interview/testimonial	She was born in Albania, Tirana, and she came in Greece several years ago. She learned Greek in order to communicate in Greek in her everyday life. She is used to live in Greece, she married in Greece and they all leave in Athens. Her children go to school in Athens and she would like to stay in Greece with her family.

Type of product	Video
Name of the adult learner	Albania XIFI
Status	Albanian working and leaving in Greece
Culture	Albanian
Country	Greece
Key words	Immigrant, Lessons of Greek, integration in the Greek society
Short description of the interview/	Her home town is Argyrokasto in Albania. She came to Greece a couple of years ago. She is learning Greek and she is starting to integrate the Greek society and



testimonial	get used to the Greek way of life. She would like to stay in Greece with her family for ever.
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Level 3 - Collection of data from local/national public authorities, universities, migrant communities on the different groups of cultures present locally/types/nationalities of multicultural learners

(Please add tables according to the number of cultures identified; minimum 5, according with the cultures identified in the theoretical research)

Culture	Albanian
Origins	Albania
Years of presence in the country	Since the Middle Age and more recently since the 1990s
Number of population	Over 350000
Language	Albanian
Religion	Muslims, Christians and Jews
Values	Hospitality is one the fundamental value of the Albanian culture and serving food to guests and visitors is integral part of the Albanian hosting. Honor, with a moral and ethic connotation, Bravery, Loyalty and respect. Common characteristic of the majority of the Albanian people is the “hard working”. Even in difficult periods they are working in many cases in more than one job. So, many of them increased their social status through the years. Many of them own their own family business and they are living in Greece as equal to the Greek population having got the Greek Citizenship.
Rituals	Even they have preserved their religious and some cultural traditions, they participate actively to the local customs and folklore traditions of the region in Greece where they leave. Most of them have adapted their own traditions to the Greek way of life. They keep the Albanian customs but they react as Greeks. So, they have been integrated in the hosting society equally with the locals.
Open vs Closed society	As they have been absorbed more or less by the local society they keep their own characteristics but at the same time they are very open to the Greeks and to other nationalities living in Greece.



Emblematic
image




Culture	Bulgarian-Slavic
Origins	Bulgaria




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Years of presence in the country	Since the 1950s but mostly in the 1990s.
Number of population	300000 mostly in the Northern parts of Greece
Language	Bulgarian
Religion	Their great majority are Orthodox Christians, but there is also some Muslims community .
Values	Respect towards the elders, Honor, Great sense of Hospitality
Rituals	<p>The have preserved a great number of pagan-originated traditions and celebrations throughout the year such as the exchange of “martenitsas”, an adornment made of white and red yarn and worn on the wrist or pinned on the clothes — from March 1 until the end of the month, which they regard as symbols of health and longevity.</p> <p>The ancient Bulgarian ritual of kukeri is also performed by costumed men, seeks to scare away evil spirits and bring good harvest and health to the community. The costumes, made of animal furs and fleeces, cover the whole of the body. A mask, adorned with horns and decoration, covers the head of each <i>kuker</i>, who also have bells attached to his waist. The kukeri dance, jump and shout in an attempt to banish all evil from the village. Some of the performers impersonate royalty, field-workers and craftsmen. The adornments on the costumes vary from one region to another.</p>
Open vs Closed society	Great sense of family traditions but relatively open towards other people
Emblematic image	





Culture	Indian
Origins	India




Years of presence in the country	Mostly the last two decades (since 2000)
Number of population	15000 all over Greece but mostly in the big cities and the big islands
Language	Mostly Hindi but there is also Tamil and Telugu speakers.
Religion	Mostly Hinduism, some Muslims and some Christians
Values	Humility, Dignity and Honor They are exceptionally hospitable and they take great pride in this characteristic. Great sense of respect towards the elders and the religious leaders
Rituals	A great variety and diversion of traditions and practices between the Indians leaving in Greece depending on the region of India they came from but some of them are common, such as: They always remove their shoes before entering someone's home. They never sit higher than an elder or a religious leader. If they are seated on the floor, they are sitting on the floor too to avoid being higher than them. They typically have a relaxed approach towards timekeeping and punctuality. It is common for people to arrive at events 30 minutes to an hour after the designated time. However, they usually observe punctuality in a formal context such as important business meetings or doctor appointments.
Open vs Closed society	High value on harmony and unity with others, keeping a strong nexus with the community and relatives. A unified and interdependent community or family provides a support system that an individual can rely on daily. Indians can almost always trust in their social ties for assistance in virtually any activity. Isolation or seclusion can seem daunting, as group loyalty and assurance of inseparability provides security and confidence. Indians tend to be conscious of how their behavior may reflect on their family or community.
Emblematic image	



Culture	Sri-Lanka
Origins	Sri-Lanka
Years of presence in the country	Mostly the last 2 decades (since 2000)
Number of population	Between 10000 and 13000 mostly in the big cities all over Greece
Language	Sinhala, Tamil and English
Religion	Buddhism, Hinduism, some Muslims and some Christians
Values	Respect, politeness, modesty and gentleness. They avoid raising their voice or showing strong displays of negative emotion. Sensitivity, understanding and reluctance to criticism towards others.
Rituals	Many of the most important rules of etiquette serve to mark differences in social rank. Both Sinhala and Tamil contain a range of linguistic markers for status as well as relative social distance and intimacy. In routine social interactions, personal names are avoided in preference to nicknames, relationship terms, or other titles. The traditional and common greeting is to press the palms of one's hands together under the chin and in front of the chest while slightly bowing the head.
Open vs Closed society	Life revolves around the family for most Sri Lankans and the acts of an individual can impact the perception of the entire family by others. A person's most important relationships are usually within the nuclear family, but connections with one's extended family are also deeply valued. Three or four generations often live together, with the male side of the family connecting the relations.

<p>Emblematic image</p>	 <p>Blue Water Lily is the national Flower</p>   
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Culture	Mixed of Greek and Turkish
Origins	Turkey but the great majority are Greek citizens
Years of presence in the country	since the Middle Ages
Number of population	Between 130.000 and 150.000 all over Greece
Language	Greek and Turkish
Religion	The great majority is Muslim, but there is also some Christians and Crypto Christians.
Values	<p>The concept of Loyalty and Honour is deeply embedded in Turkish culture, noticeably influencing people's behavior. Strong loyalty is shown to familial and social groups, and a person's honour is determined by their and personal actions as well as the behavior of those they are associated with (i.e. their family, community or any 'group' they belong to).</p> <p>The Greek-Turkish community is often exceptionally generous, attending to those in need very quickly. There is a cultural tradition of almsgiving (charity) and generosity, influenced by Islamic principles. Selflessness is noticeable on a day-to-day level.</p>
Rituals	Hospitality (<i>misafirperverlik</i>) is a central virtue in them. It is known that they behave highly generous to their guests, as hosting is considered an honour. Some

	<p>regard an unexpected guest as 'a guest from God' (<i>Tanrı Misafiri</i>). You will often be expected to take off your shoes before entering a person's home. In some cases, you may be given a pair of slippers to wear instead. It is common to see a blue glass trinket that depicts an eye hanging in their homes or restaurants. This is said to ward off the evil eye (<i>Nazar Boncuğu</i>). However, today its placement may be more decorative.</p> <p>Try to gesture, touch people or offer items using only the right hand or both hands together. Many observe a separation between the functions of the hands. This custom is tied to Islamic principles that prescribe the left hand should only be used for removal of dirt and for cleaning. It may not necessarily be strictly followed, but it is best not to use the left hand unless the action is inevitable.</p>
<p>Open vs Closed society</p>	<p>Their culture is very family oriented. There is a strong belief that people should maintain ties with their relatives and care for the parents and elders into their old age. Turks may live in their family home for a long time into adulthood and visit their family on a regular basis. One can usually call on extended relatives to provide emotional and economic support.</p>
<p>Emblematic image</p>	 <p>The emblematic image section contains three photographs. The top photograph shows Whirling Dervishes in their traditional white and red robes performing a Sema ceremony on a stage. The bottom-left photograph shows a traditional Turkish coffee set, featuring a blue cup and saucer with a small cube of sugar. The bottom-right photograph shows a traditional Turkish tea set, including a silver teapot and two glasses of red tea on a wooden table.</p>