



9. Creating the right atmosphere

DESCRIPTION

Preparation, awareness-raising, and information activities for the reception of refugees. The activities are organized by the school and aimed at teachers, parents (local and refugee) and relevant stakeholders and members of the local community.



OBJECTIVES

The aim of the activity is to:

1. adequately and appropriately prepare the school community (administration, teachers & parents) for the reception of refugee students.



EXPECTED OUTCOME (EO)

Upon completion of the activity teachers are expected to:

1. recognize the special circumstances faced by refugee students,
2. be aware of the places of origin, language(s) spoken, the conditions of travel from them, the present living conditions, the level of literacy, etc. of refugee students,
3. discuss with in-depth knowledge about refugee students,
4. plan and implement reception and inclusion actions for refugee students and their families,
5. facilitate refugees (students and parents) in the process of adaptation to the new environment.

The parents of the students are expected to:

1. recognize the special circumstances faced by refugee students,
2. contribute to the reception of refugees (students and parents) in the school community,
3. facilitate the process of adaptation of refugees (students and parents) to their new environment.

The parents of refugee students are expected to:

1. feel welcome,
2. feel that they are part of the school community,
3. participate as actively as they can in the functioning of the school community.





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VALUES

Valuing cultural diversity

- 8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another

B

ATTITUDES

Respect

- 29 Treats all people with respect regardless of their cultural background

I

Openness to cultural otherness

- 21 Shows interest in learning about people’s beliefs, values, traditions and world views

B

- 25 Seeks and welcomes opportunities for encountering people with different values, customs and behaviors

A

Tolerance of ambiguity

- 50 Engages well with other people who have a variety of different points of view

B

COMPETENCES FOR A DEMOCRATIC CULTURE

Analytical and critical thinking skills

- 69 Can use explicit and specifiable criteria, principles or values to make judgements

A

Flexibility and adaptability

- 84 Adapts to new situations by using a new skill

I

Cooperation skills

- 94 Builds positive relationships with other people in a group

B

SKILLS

Knowledge and critical understanding of the world

- 119 Can describe basic cultural practices (e.g., eating habits, greeting practices, ways of addressing people, politeness) in one other culture

B

KNOWLEDGE & CRITICAL UNDERSTANDING

Activity steps

01

The Principal and a team of teachers contact the Refugee Education Coordinator and are informed about the profile of refugee students in their area.

02

The principal informs the Teacher Council of the profile of refugee students and their families. The council shall decide on and organize a training course/workshop to raise awareness of refugee issues.

Activities 1. I didn't come, I left or **4. Refugee: Why is she here?** or **5. The “Hope” College**

The Teacher Council appoints a small group of teachers/coordinators for the activities.





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Activity steps

03

In cooperation with the Council as a whole, the team plans and organizes the next steps until the arrival of the refugee students (practical, timetable, evaluation).

Activities 22. Creation and translation of signs/signposts, rules and/or 20. Creation of an Action Plan)

The council implements the actions in accordance with the timetable.

04

The principal and the action coordination team contacts the students' parents and guardians association and informs them about the refugee students and the school's intended actions.

In addition, an awareness-raising workshop for parents may be organized by the teachers' coordination team.

Activities 1. I didn't come, I left or 2. 10 Fingers; or 4. Refugee: Why is she here?

05

The Principal and the action coordination team invite the refugee parents and inform them about the practical issues at school and about the activities the school will carry out.

Parents are invited to take part in a cooperation/information session with the Councilor for Refugee Education (or similar). Provisions are made for the presence of interpreters, if necessary.

Evaluation/Assessment

Reflective discussion in the action coordination group.

Reflective discussion in the group on the actions for the reception of refugee students - evaluation and planning of next steps

Materials/sources

Contacting the Councilor for Education of Refugees (in Greece).

<https://kmaked.pde.sch.gr/site/index.php/ekpaideusi-prosfigon>

