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LINGUISTIC LEARNING PACKAGE & PILOT IMPLEMENTATION

REPORT

Project title:	**Innovative Response for Facilitating Young Refugees Social Support**
Project acronym:	**I.Ref.SoS**
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Relevant IO Title:	**IO_5 - LINGUISTIC LEARNING PACKAGE & PILOT IMPLEMENTATION**
Sub-title:	**Main Philosophy, Aspects and Pilot Implementation**
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The training material for the linguistic-intercultural learning action is based on some assumptions that are presented below. It is flexible enough to be enriched by the instructor, according to the particular group of learners.

Language level and goals

The curriculum of language and intercultural learning for young refugees is based on three pillars:
a. Adult Education
b. Communication and Targeted Teaching of the Host Language
c. The Intercultural Approaches to Identity, Diversity and Cultures.

Adult Education

The project beneficiaries, even if they are not typically adults (16+), meet all the characteristics of adult learners, such as:

They have a wide range of experiences that they can utilize in their future educational routes, while at the same time they face a number of obstacles, related to their everyday obligations (mainly obstacles related to living conditions and framework). In this context, learning is often not the top priority, especially for people with uncertain residence status and prospect of integration.

They want to know why they are learning something and to consent, regarding the participation motivation. In this context, they generally aim at acquiring knowledge, qualifications and skills that have a direct impact on their lives and are linked to the prospect of access to the labor market.

They need to feel that they are treated as mature individuals, capable of self-directed learning, that their experiences are valued as learning resources and that they can achieve their goals.

In this context, a methodology based on participation, interaction, focus on useful knowledge and skills development is appropriate, in order to form a creative learning framework, to ensure the motivation and active involvement of learners, taking into account the various individual learning modes.

Thus, training sessions are designed as a set of flexible customizable workshops, where knowledge and skills are jointly created, with the aim of being directly linked to the participants' lives, being both interesting and useful. Horizontal communication skills, initiative, project planning, problem or conflict solving are developed.
Based on these principles, the role of the instructors is that of consultant, facilitator and coordinator.

Communication and Targeted Teaching of the Host Language

According to communicative approaches to the second language instruction, the focus of teaching is on the development of skills that facilitate communication: Language skill acquisition is not achieved by acquiring grammar or vocabulary information, but through the use to meet specific, real communication needs, in the respective context of communication. Therefore, the communication needs of the learners are the target of the communication approach. The functions of language (how do I respond, that is, when I need to present myself, to seek information, to move, to buy something, to search for housing or work, to solve a health problem, to raise a objection, a doubt, a complaint or protest) become the web on which the curriculum, educational material and teaching modules are structured.

The communication approach focuses on the balanced development of all language skills, wherever possible, so that appropriate linguistic acts (speech acts) can lead to the expected result.

In the context of communication approaches, the method of Task Based Learning was also developed. Here, the response to a need for language communication precedes the introduction of a new linguistic

phenomenon. Teaching is based on and starts with activities to solve a communication problem (eg I hit and need a doctor or need to perform a task with these available tools). Through interaction (and with the provision of language support, but without systematic teaching), learners / students are invited to solve the problem. After completing the cycle of activities, the context - the linguistic phenomenon - is presented.

An intercultural approach to issues of identity, diversity and culture.

The integration of people with a migrant or refugee background into host societies is a multidimensional issue, determined by various parameters. Although it is generally accepted that teaching the host language is at the heart of integration processes, other parameters, such as the prospect of finding a job and becoming familiar with the habits, culture and way of life in the new environment, are also crucial, adding or removing learning motivations.

In such a context the teaching of the history and culture of social hosts:

- It is not based on 'self-evident truths' (such as that 'We' have always been better than 'Others') but it offers ‘food’ for reflection and critical dialogue.
- In contrast to the consolidated - solid identities and the distinctions they reproduce, it focuses on the "bridges", the common elements (without, however, artificially constructing them), the parallel development of cultures and the feedback from one another.
- It focuses on modern reality and the culture of everyday life, not on the history of leaders, and on historical events.

Expected results

Trainees who will have attended this program are expected, upon completion, to:

- ✓ Have acquired basic Greek language skills at A2 level, according to the Greek Language Center
- ✓ Understand small and simple texts about the workplace or training issues (a simple workplace announcement, an informational leaflet written in simple Greek, the essentials of instructions for using a device or tool)
- ✓ Recognize and be able to describe spaces, roles and objects related to work and occupation (workshops, tools, organizational charts)
- ✓ Be familiar with issues related to obligations and rights, terms and conditions of employment (contracts, working hours, wages, insurance, etc.)
- ✓ Be able to understand simple instructions and attend a job counseling program or training or apprenticeship program.
- ✓ Own and be able to use the vocabulary and language structures necessary to attend an educational, training or counseling program (educational means, educational processes and roles)
- ✓ Be able to write a resume and a cover letter (in Greek and English) as well as to be able linguistically to follow the process of a job interview, describing qualifications, knowledge and skills
- ✓ Know key elements of Greek and European history and culture, approached through an intercultural perspective.

This intellectual output comprises of the curriculum material for the trainees and the instructor’s material.

The instructions for the trainers are mainly references and advices regarding the composition and mentality of the trainees. They are mostly guidelines, at the disposal of the instructor who is expected to adapt and conduct the course according to current conditions of audience and infrastructure available.

Curricula contents

Unit 1: To know us better
Unit 2: Small talk
Unit 3: My house

Unit 4: Shall we go for a walk?
Unit 5: Everyday
Unit 6: What are we doing this evening?
Unit 7: I attend a course this afternoon
Unit 8: I am not feeling well
Unit 9: Let's go shopping
Unit 10: What's for lunch?
Unit 11: What is your profession?
Unit 12: I am looking for a job
Unit 13: At work
Unit 14: In line
Unit 15: Who is celebrating?
Unit 16: A first approach to Greek history
Annex – Brief Grammar
References

The **course outline** is as follows:

A/A	hours	unit	material, teaching means and processes
1.	4	a. mutual introduction b. expectations c. formulation of an educational contract d. introduction to the program	• discussion in couples, groups and in plenary • formulation and imprinting of the educational contract • exploring linguistic and educational needs • presentation of the program structure
2.	4	Mutual acquaintance and identity	• discussion in couples, groups and in plenary • original program material
3.	4	Identity: I give information about myself - I request information and clarifications - I greet friendly and formally upon arrival and departure. I present persons, relatives and relationships.	• Original program material • original material (IDs, passports, residence permits) • role-playing games
4.	4	Residence, accommodation, spaces and objects, services related to housing (water supply, electricity, telephone ...),house rental	• Original program material • Original material (brochures, classified ads) • role-playing games and simulations
5.	4	Navigation in the city and neighborhood, means of transport and places of interest.	• Original program material • Original material (maps, leaflets, timetables) • role-playing games and simulations
6.	4	Travel and daily life	• educational visit to real places (city walk, ticket purchase, use of transport)
7.	4	Daily habits and routine (How I spend my day). Expressions of time (days, months, seasons) and frequency.	• Original program material • role-playing games and simulations • pictures and videos
8.	4	Leisure and entertainment - activities (sports, music, cinema)	• Original program material • role-playing games and simulations • educational visit to public recreational places, sports or festival venues.

9.	4	Education, and lifelong learning. The education system and adult education. Objects, spaces and roles (school supplies, schools and colleges, classrooms, desks, teachers and students)	• Original program material • role-playing games and simulations • pictures and videos • educational visit to educational or training facilities.
10.	4	Education and training. Training options and opportunities - skills development and certification	• Original program material • role-playing games and simulations
11.	4	Body and health. Facing health problems. To the doctor, to the hospital, to the pharmacy. Body parts, doctor specialties, symptoms and treatment.	• Original program material • role-playing games and simulations • a study visit to a Health Center or Hospital.
12.	4	Daily shopping: at the kiosk, at the supermarket, at the street market. Becoming familiar with cash transactions (change, receipt ...)	• Original program material • role-playing games and simulations • educational visit to the market
13.	4	Shopping: clothes, shoes, gadgets. Getting familiar with specifications control (design, number, color, quality, operation) and instructions for use.	• Original program material • role-playing games and simulations • original material (product brochures)
14.	4	Nutrition, food items, food preparation. Food and health. Eating Habits.	• Original program material • simulations • original material (product brochures)
15.	4	Work: occupations and working conditions. Occupation types and career guidance.	• Original program material • simulations • Original material (classified ads, short articles)
16.	4	Looking for a job: classified ads, resume, cover letter, interview	• Original program material • simulations and role-playing games • Original material (CVs and cover letters samples in Greek and English)
17.	4	Job Search - describing skills and asking for information	• role-playing games • Original program material • Study visit to OAED
18.	4	The workplace: rights, obligations, organizations related to work and unemployment	• Original program material • role-playing games • Original material (classifieds, websites)
19.	4	Qualifications, skills and vocational training. Formal and non-formal education and training programs.	• Original program material • role-playing games • educational visit to a training area.
20.	4	Public and private services and organizations: Banks, KEP, Police, Tax Office, Municipality.	• Original program material • role-playing games • educational visit to public service

			• original material (fact sheets, applications, statements)
21.	4	Looking for job search services, work permits, certificates, allowances	• Original program material • role-playing games • educational visit • original material (fact sheets, applications, statements)
22.	4	Traveling, organizing and narrating a journey, planning, dealing with problems	• Original program material • role-playing games • authentic material (forms, schedules, tickets)
23.	2	Celebrations and wishes	• Original program material • role-playing games • maps and timelines
	2	Introduction to the history of Greece	
24.	2	Institutions and constitution	• Original program material • Original material (newspapers, newsletters) • maps and timelines
	2	Politics and political history	
25.	2	Introduction to European history	• Original program material • maps and timelines • study visit (Acropolis and ancient market)
	2	Greek history (2)	
26.	2	European history (2)	• Original program material • maps and timelines
	2	Greek history (3)	
27.	2	European history (3)	• Original program material • maps and timelines • educational visit
	2	Greek history (4)	
28.	4	Greek History and Culture (5)	• Original program material • maps and timelines
29.	4	Greek, European, world history Association with countries of origin	• group projects and presentations
30.	4	Revision and evaluation	• worksheets • evaluation sheets

Pilot Implementation

Thirty-nine (39) selected young refugees attended the info day on the linguistic intercultural training. However, the number of young refugees who participated was reduced to 28 persons. The pilot training implementation consisted of two (2) lessons per day (morning and evening) – three (3) days per week, of a total duration of hundred and twenty (120) hours in ten (10) weeks' time. The countries of origin have been: Afghanistan (8) - Pakistan (7) - Syria (6) - Iran (3) - Morocco / Bangladesh / Burkina Faso / Guinea (1 person from each country).

In order to be as interactive as possible during the lesson, participants were given tablets where all the educational material had been uploaded. Participants will now be able to use the tablets using the material in their daily lives after the training.

Moreover, knowledge and skills acquired during linguistic and intercultural learning action have been integrated into their personal e-portfolio.