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EU GRUNDTVIG PROGRAMME

“SUPPORTING THE DEVELOPMENT OF NEW LEARNING PATHWAYS FOR ADULTS”

“NEW TRENDS IN RAISING DEMAND FOR LEARNING AMONG ADULTS AT RISK OF EXCLUSION”

CASE STUDY

“Greek Language Learning Programme for unemployed Refugees, Migrants and Repatriates”

Athens, 11 October 2003
Panayota Ghika

Introduction

Inclusion and coexistence are key issues confronting our society and a challenge to our politicians. Addressing these issues responsibly means developing holistic ideas for solving problems, avoiding polarizations and the “Dependency Trap”, emphasizing positive approaches and not concealing problems, providing guidance within social institutions and seeking a consensus. In other words, policies must look at the social groups at risk of exclusion from a “human development” perspective. Human development seeks to assess development levels of groups or communities according to a broad set of criteria, with the ultimate goal of expanding people’s choices. *

The labor market has been considered by our government the priority area for combating discrimination of immigrants, members of ethnic/ cultural minorities, and special social groups at risk of exclusion (eg disabled people, imprisoned, recently release from prison, drug addicts, women etc)

Highest priority to this area is attributed because it is believed that the equality in the access to the labor market for citizens of the above mentioned backgrounds represents one of the basic pre-requisites for the promotion of democracy and stability within society. It is true that the sectors of employment and education are closely linked since good education enables access to better jobs, which in turn enables access to better housing and better social conditions.

In the appendices you will find all the interventions been made by the Greek Government to combat exclusion from society and the labor market of the disadvantaged groups.

* <<What is human development :

Human development is about expanding people’s choices. Although it involves the three components (incomes, health, and education) of the human development index (HDI), the concept is much broader.

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There are three issues to keep in mind when discussing the concept of human development:

- Development must be defined in terms of people’s welfare and the expansion of their capabilities and functioning. Growth in goods and services is a means and not the end of development process.
- Human development is inexorably linked to the freedom and dignity of the individual. The expansion of freedoms is at the heart of the concept and should be at the heart of its implementation. As stated in the United Nations Development Programme -UNDP’s- 2000 *Human Development Report*, capabilities include “the basic freedoms” of being able to meet bodily requirements, such as the ability to avoid starvation and undernourishment, or to

escape preventable morbidity or premature mortality. But they also include the enabling opportunities given by schooling, or the liberty and economic means to move freely and to choose one's abode. There are also important "social freedoms" such as the capability to participate in the life of the community, to join in public discussion, to participate in political decision-making and even the elementary ability "to appear in public without shame"

- The human development paradigm does not regard people as passive beneficiaries of economic and social activities. People must become active agents of social change. This connotes opportunities for participation, empowerment, access to information, and to influence policy making. People can and should be agents of change through individual and collective action. Being change agents means possessing the health and education necessary to understand social process and act upon this understanding.

These three elements go well beyond the HDI components, especially when applied to Roma and other marginalized communities. They also explain why, despite the difficulties in computing HDIs for Roma (this report provides a first attempt in this direction), the human development paradigm is the most appropriate for approaching the problems these communities face>>

Based on: *Fukuda-Parr, Sakiko. "Rescuing the Human Development Concept from the HDI –Reflections on a New Agenda". In Sakiko Fukuda –Parr and A.K.Shiva Kumar et al. Human Development: Concepts and Measures –Essential Readings. New York: Oxford University Press*

CASE STUDY

Title

“Greek Language Learning Programme for unemployed Refugees, Migrants and Repatriates”

(Programme within the 2nd Community Support Framework- Operational Programme: “**Employment and Vocational Training**”, financed 75% by the European Social Fund (ESF) and 25% by our national budget- Ministry of Labor and Social Affairs)

BACKGROUND

This Programme was addressed to 6000 unemployed Refugees, Migrants and Repatriates all over Greece. The Ministry of Labor called all certified Centers for Vocational Training- KEKs to submit proposals. The submitted proposals were evaluated and some of them approved by the end of year 2002. All KEKs assigned projects were obliged to implement them within year 2003. Some KEKs have already completed the implementation ,others not yet. Thus, the Programme cannot be evaluated on the whole.

Ergon kek has almost completed the implementation of its project and this project has been selected to be presented as a case study.

Developed and Implemented (after the approval of the Ministry of Labor and Social Affairs):

- by “Ergon kek”
- in Athens, Thiva (Central Greece), Sapes (Thrace- Northern Eastern Greece), Kalloni (island of Lesvos)
- between end February 2003-end September 2003

Addressed to 243 unemployed Refugees, Migrants and Repatriates (10%, 30%, 60% respectively) from over 15 countries (African, Asian, European: Balkan and former USSR countries). 70% were women and 30% men.

Duration: 300 hours

Aiming to promote the equality of chances of the target groups at risk of exclusion or/ and already suffering exclusion, and to facilitate their social and labor integration.

Objectives: To develop language skills (oral and written) and also other communicative skills (social and cultural skills, as well as “work culture”), and to enable them to operate effectively in the various communicative environments.

- Innovation:** -The communicative approach used both in developing the curriculum and in teaching
-The Official Certification at level B of their knowledge of Greek, by KEG- Center of Greek Language (this happens for the first time).
-The co-education of these three groups (this happens for the first time too)

PEOPLE

“Ergon kek” managed the project through the Scientific Committee comprised by professionals in the fields of Education and Language, and through the Operational Committee comprised by administrators.

“Ergon kek” is a nation wide Center for Vocational Training, private, non profit (?) organization authorized to develop and implement training programmes in the fields of: Tourism, Economics and Management, Technical Professions and Transport, Information Technology. Programmes are addressed mostly to the unemployed and financed 75% by the ESF-European Social Fund and 25% from our national budget. **Although this language project is an educational project**, the Ministry of Labor assigned its design and implementation to the Centers of Vocational Training, which hired qualified staff to design and implement it. (Project within the framework of the Programme “Employment and Vocational Training”).

“Ergon kek” cooperated with KPA- Centers for Promotion to Employment, which operate under OAED-Manpower Employment Organization, and also with NGO’s offering support services to the trainees.

The 243 trainees were divided in 11 classes. 7 classes in Athens and 4 elsewhere: 2 in Thiva (Central Greece), 1 in Kalloni (island of Lesbos), 1 in Sapes (NE Greece), where “Ergon kek” has branches.

For each class 1 person was offering secretarial support (secondary education certificate plus some secretarial course), and 1 teacher was teaching (university degree plus postgraduate diploma). A total of 11 administrative staff and 11 teachers.

Teachers had the continuous support and consultation of the Scientific Committee, comprised by 5 persons, (highly qualified and experienced in the field: educationists, linguists, sociologists (University first and postgraduate degrees-M.Ed., Ph. D- research in the field etc).

Students had the support of the Immigrants Support and Information Officer, within Ergon kek (university degree).

All staff involved had sensitization and experience related to the target population. The teachers/educators were certified by E.KE.PIS –National Certification Center. We had to select from the E.KE.PIS register and we tried to select those with previous experience and additional qualifications in teaching Greek as a second language and in teaching Immigrants, Refugees, Repatriates, using the communicative approach and appropriate methods and techniques.

It happens all certified teachers to teach full time in public schools and have other commitments too (private lessons). This meant that they have not much time left to devote to the particular programme. They do not have time to prepare the lessons properly and sometimes they do not have the energy needed to use all resources available.

Before starting the programme, a seminar was organized by the Scientific Committee for the teachers/ educators. During the seminar the curriculum and the teaching materials were presented, workshops took place where teachers had to prepare a lesson, micro teaching etc.

NEEDS

Since 1997 the Ministry of Labor and Social Affairs, within the framework of Combating Social Exclusion Programme, has offered (through KEKs) to refugees, immigrants and repatriates a considerable number of training courses for a particular profession. Almost 50% of these courses load covered Greek Language Learning, to enable trainees to use knowledge effectively and also to help them integrate in society and the labor market.

But these language courses were both, designed and implemented inadequately and had unsatisfactory results. (KEKs are Training Institutions and they did not have any expertise to design and implement a language programme). Moreover courses offered were not enough to cover the needs of the target groups.

In 2002 the Ministry of Labor and Social Affairs, in co-operation with KEG-Center for Greek Language, set certain guidelines according to which KEKs had to design and implement a pure language course, able to cover the real needs of the beneficiaries; it was also addressed to a bigger number of beneficiaries. According to these guidelines was developed the course in the present case study.

The needs of the participants in the case study were decided mainly and initially by KPA-Centers for Promotion to Employment operating under OAED-Manpower Employment Organization. Candidates visited the KPA in their region. They were interviewed by a social worker and a work consultant and then they were referred to “Ergon kek”. To be mentioned, the KPA have information about KEKs and the projects they implement.

PARTICIPATION

For the information of the target populations about the project, a press release translated in their languages was sent to newspapers issued by the various foreign communities, and to radio stations broadcasting in their languages. It was also sent to their Associations.

Candidates referred by KPA-Centers for Promotion to Employment -to “Ergon kek” filled in an application form and answered a questionnaire, thus enabling “Ergon kek” to have the profiles of the candidates. They were received and helped by the Immigrants Support and Information Officer.

Then they were interviewed by members of the Scientific Committee; their interest in and their attitude towards the certain language programme, as well as their background in the greek language were explored. In addition to the interview, a test in listening and reading comprehension and in producing written speech was given to them, not for selection purposes but to help “Ergon kek” to assign them to classes (beginners, a bit advanced etc).

“Ergon kek”-unlike other KEKs-tried to avoid the selection only of those having a considerable background in Greek, in order to achieve good results at the end of the course. As it has been mentioned, by the end of the course the participants had to sit an exam administered by KEG-Center for Greek Language and get a Certificate at level B. The percentage of passes would be a criterion for evaluating both the project and the KEK.

Thus –in general- a lot of the more recently arrived Refugees and Immigrants, who needed to learn Greek, had not been given the chance to attend a language course. To be mentioned that KEKs are the only certified providers of courses addressed to refugees, immigrants, and repatriates (courses assigned to them by the Ministry of Labor and Social Affairs).

The programme had a duration of 300 hours, 5 teaching hours per day (intensive course). Attendance was checked every day. Participants had to sign at their arrival and at their departure. Absence for more than 30 hours meant exclusion from the programme.

Participants were funded 5 euro per hour to attend the programme. The money is paid some time after they have completed the programme. They are not paid for the hours they were not present.

Participants were supplied with all teaching materials (text books, cassettes, CD etc).

Coffee and short cakes was offered to them daily.

PEDAGOGY

THE CURRICULUM

Considerable research has been carried out by the Council of Europe to achieve more effective language learning. According to the Threshold Level model, as it has been defined by J.A. van Ek, foreign language competence is approached as a skill not as knowledge. Emphasis is put on language functions one has to develop in order to be able to operate and respond effectively in various communicative environments. The structural parts of language (morphology, syntax, vocabulary)

are not considered autonomously. Learning these elements is not an end in itself, but a tool for accomplishing the language functions.

The Curriculum has concentrated on “Communicative” approaches which emphasize communication skills in real- life situations (communicative environments). It is based on an acceptance of these approaches as most suitable for the target groups (Refugees, Migrants, Repatriates)

The Curriculum will facilitate and encourage the continuing learning and use of the Greek language by the target groups, and will help develop attitudes of tolerance and understanding that are desirable in the multicultural context.

The course is aiming :

The participants to develop the ability of listening and reading comprehension, as well as the ability to produce oral and written speech.

The participants, apart from the language system itself, to develop the ability to recognize and understand the use and the meaning of paralinguistic elements and to be familiar with the socio- cultural characteristics of Greece/ Greek people/ Greek environment.

The socio-cultural component of language is substantial both, in learning and in using the language in effective communication.

The participants must know:

- Aspects of everyday life
- About the economic, political, cultural situation in Greece: The dominant views and values with regard to the social classes, the health and social security, the traditions and virtues, the national identity and the aliens, the religion, the social conventions concerning various activities.

The participants to acquire the appropriate **work culture**. In other words to be able:

- ✓ To issue work permit and other relevant documents
- ✓ To understand and follow the employment process
- ✓ To search for a job (employment offices, advertisements)
- ✓ To apply, send a letter, participate in an interview, present his/her self (professional qualifications/ abilities, work experience)
- ✓ To ask and understand the answers regarding the kind of job, the duties and the conditions of work, the obligations of the employees, the timetable, the payment, the free time, the vacations, deadlines for accomplishing a task

- ✓ To communicate appropriately with his/ her superiors, his/her colleagues, his/ her subordinates
- ✓ To participate in the social life of the company/ service (e.g. break time, celebrations...)
- ✓ To be informed about the social benefits/ services offered and how to use them / to take advantage of
- ✓ To understand the regulations and the directions for his/her protection and security
- ✓ To join the UNION and function within it
- ✓ To report an accident he/ she had and ask for compensation

All contemporary **teaching/ learning methods and techniques** used to enhance Communication Skills are described: contextual, intercultural, communicative approach is adopted for teaching; active participative methods suitable to adult learners: working groups, brain storm, role play, case study, project work, discussion, dialogue.

Teaching is always student centered and quite often individualized to meet the special needs of each student.

Quantitative and qualitative **means and tools** to support teaching and learning process are listed and described: text books and other printed materials, ICT auxiliary materials (educational software, CDs etc). Slide projector, overhead projector, TV, video, flipchart, cassette- player, CD-player, computer, video projector are available to the teachers and students.

Evaluation tools are also described.

Work experience is not a part of this course, as it is a pure language course and no training in a certain profession is included. Work culture though is taught.

The Curriculum comprises 13 Teaching Units. Each unit corresponds to a certain communicative environment/ real life situation (family life, social relations, housing, food, transport, health, education, culture, services, work etc)

The units are rather prescriptive and are designed to help teachers implement a communicative approach to language learning.

The content of the units: aims, objectives, language functions, activities and language exercises, language forms and vocabulary (the structure of language).

There follow:

- list of the 13 Units (there are 3 lessons in a Unit)

- an indicative list of language functions, according to J. A. van Ek's taxonomy
- one of the Units (unit 9) developed (example)
- an example of how teaching techniques and activities are applied in this certain unit
- a table of language exercises referred to in the units, grouped according to the taxonomy adopted by the curriculum developer.

UNIT	TITLE	HOURS
1 st	<ul style="list-style-type: none"> ✓ Welcome <ul style="list-style-type: none"> • Good morning! • What's your name please? • Nice to meet you 	20
2 nd	<ul style="list-style-type: none"> ✓ Where are we staying? <ul style="list-style-type: none"> • At the hotel • Searching accommodation • My family 	20
3 rd	<ul style="list-style-type: none"> ✓ Let's go shopping <ul style="list-style-type: none"> • At the open- air market • At the super market • At the Department Store 	18
4 th	<ul style="list-style-type: none"> ✓ Where and what we eat <ul style="list-style-type: none"> • At the restaurant • Let's cook! • Invitation to dinner 	18
5 th	<ul style="list-style-type: none"> ✓ Taking care of our health <ul style="list-style-type: none"> • The National Health System and you (<i>greek title "E.S.Y. and esy"</i>) • Ah! these doctors! • Is there any pharmacy near by? 	20
6 th	<ul style="list-style-type: none"> ✓ The world of labor <ul style="list-style-type: none"> • I would like to become a.... • Searching for a job • My curriculum vitae 	25
7 th	<ul style="list-style-type: none"> ✓ State and Public Services! Impossible to avoid them! <ul style="list-style-type: none"> • At the Post Office • Bills, bills, bills!!! • What a crash! My poor car is totally damaged 	30
8 th	<ul style="list-style-type: none"> ✓ Where and how we go <ul style="list-style-type: none"> • By metro or by bus? • At the Railway Station • Planning a trip 	20
9 th	<ul style="list-style-type: none"> ✓ And now entertainment, with a lot of culture (<i>greek title: And now "psychagogia", which is much more than entertainment</i>) <ul style="list-style-type: none"> • What are we doing tonight? • Theater or Cinema? • Athens 2004 (Olympic games) 	30

10th	✓ “Illiterate man, unhewn wood” (<i>greek proverb meaning ignorant, uncultured man</i>) <ul style="list-style-type: none"> • Are you a student? • At School • “Educate yourself, my child” (<i>greek title: “Mathe, paidi mou, grammata” title of a novel</i>) 	15
11th	✓ What and how celebrate the Greeks <ul style="list-style-type: none"> • The parade • Easter in the village • Best wishes upon your wedding! 	20
12th	✓ Who is governing this country <ul style="list-style-type: none"> • The Parliament is sitting • Municipal elections • “Mass media, the fourth power” 	30
13th	✓ Revision lessons and Exams Simulation	34
TOTAL		300

The 300 hours include 6 hours for the evaluation of the programme

LANGUAGE FUNCTIONS

Indicative list according to J.A. van Ek's taxonomy

1. Imparting and seeking factual information

- Identifying
- Recording (including describing and narrating)
- Correcting
- Asking

2. Expressing and finding out intellectual attitudes

- Expressing agreement and disagreement
- Inquiring about agreement or disagreement
- Offering to do something
- Stating whether one knows or does not know something or someone
- Inquiring whether someone knows or does not know something or someone.
- Stating whether one remembers or has forgotten something or someone
- Inquiring whether someone remembers or has forgotten something or someone
- Expressing whether something is considered possible or impossible
- Inquiring whether something is considered possible or impossible
- Giving and seeking permission to do something
- Inquiring whether others have permission to do something
- Stating that permission is withheld

3. Expressing and finding out emotional attitudes

- Expressing pleasure, liking
- Expressing displeasure, dislike
- Inquiring about pleasure, liking, displeasure, dislike
- Expressing interest or lack of interest
- Inquiring about interest or lack of interest
- Expressing surprise
- Expressing hope
- Expressing satisfaction
- Expressing dissatisfaction
- Inquiring about satisfaction or dissatisfaction
- Expressing fear or worry
- Expressing preference
- Inquiring about preference
- Expressing gratitude
- Expressing intention

- Inquiring about intention
- Expressing want, desire
- Inquiring about want, desire

4. Expressing and finding out moral attitudes

- Expressing approval
- Expressing disapproval
- Inquiring about approval or disapproval
- Expressing appreciation
- Apologizing
- Granting forgiveness
- Expressing regret

5. Getting things done (suasion)

- Suggesting a course of action (including the speaker)
- Requesting others to do something
- Advising others to do something
- Warning others to take care or to refrain from doing something
- Instructing or directing others to something
- Offering assistance
- Requesting assistance

6. Socializing

- To congratulate
- When taking leave
- To greet people
- When introducing people and being introduced
- To attract attention
- To propose a toast
- Wishing

<p>9th UNIT</p> <p>(Duration: 30 hours)</p>	<p>“And now entertainment, with a lot of culture!”</p>
	<p>There are three lessons in the unit:</p> <ul style="list-style-type: none"> ➤ What are we doing tonight? ➤ Theater or Concert? ➤ Athens 2004 (Olympic games) <p>Within the framework of this unit two educational visits will take place:</p> <p>-Guided visit to Acropolis -Visit to the open- air theater “Dora Stratou”, where the students will attend performance of traditional music and dances</p>
<p>Aims of the Unit</p>	<p>The unit is aiming to: Develop the appropriate language skills, so that the students be able to:</p> <ul style="list-style-type: none"> ✓ Participate in entertainment/ cultural activities ✓ Know and understand the ways Greeks entertain themselves/ know and understand some aspects of the Greek culture (theater, cinema, literature, music, dance, painting, sculpture, the Olympic Games) ✓ Give information for the entertainment and culture in their countries ✓ Develop an intercultural understanding by learning about ways in which other people entertain themselves and exercise culture <p>More specifically, the trainees must be able to respond in the following communicative situations/ environments:</p> <ul style="list-style-type: none"> ○ Cinema/ Theater/ Music Hall (where and how can get information regarding the time table of performances, booking seats, buying tickets) ○ Museum, Gallery, Library, Bookstore (where and how can get information regarding the opening hours, how to set up a visit, the procedures of borrowing books) ○ Club, bar, coffee shops (to secure company, to

	<p>organize their outing, to order a drink, to behave properly and function in the company)</p> <ul style="list-style-type: none"> ○ Football field (attending a match), swimming pool, gym (secure the use of these facilities) ○ Television/ video, radio, cassette recorder, as means of entertainment/ culture (selection of the appropriate shows, transmissions).
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<p>Language Functions</p>	<p>The student, in order to operate in the above mentioned communicative situations/ environments, has to develop the following language functions:</p> <ul style="list-style-type: none"> ▪ Asks for information directly or by phone/ read information regarding: <ul style="list-style-type: none"> - entertainment places and time tables/ cultural events - plays/concerts/ films - performance hours -the cost, the booking/ buying tickets -the opening hours of the Museums, Galleries, Libraries -the procedures and the conditions for using the swimming pool and the gym ▪ Gives information regarding the above mentioned ▪ Narrates the story/plot of a film. ▪ Describes the actors' costumes, a painting she/ he liked ▪ Expresses opinion for a music/ theater performance, for a film he/ she enjoyed ▪ Expresses agreement or disagreement with other opinions ▪ Asks for agreement or disagreement of other people ▪ Declares/states that he/she knows or doesn't know the writer of a play or the painter
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	<ul style="list-style-type: none"> ▪ Declares/states that he/she remembers or doesn't remember all the actors, the singers etc. ▪ Makes critique/ comments for a film he/she has seen "The screen play was very good, but the direction wasn't" ▪ Asks to know if the entrance is permitted to underage/ minors ▪ Expresses the probability/ improbability for something to happen e.g. It is probable to rain tomorrow and the football match to be cancelled ▪ Expresses positive emotions: pleasure, interest, hope, preference, gratitude etc e.g. Very interesting performance! I was completely satisfied. ▪ Expresses negative emotions: sorrow, dissatisfaction, indifference, disappointment, pessimism etc e.g. I am sorry I couldn't find any tickets ▪ Asks others for their feelings eg. Why are you complaining? Didn't you like the film? ▪ Expresses approval/ disapproval eg. Bravo! Very good show! ▪ Suggests / recommends/ indicates to others eg. I suggest you listen to some music/ you see a football match ▪ Asks someone to do something eg. Do buy the tickets please ▪ Expresses intention to do/ not to do something eg. I intend to stay at home tonight. Not to go the pub ▪ Expresses decision eg. I am not going to the museum tomorrow. I decided to go on Sunday ▪ Suggests to others to do something together eg. What do you think, do we go to the bar? ▪ Makes an invitation eg. Would you like to come to the theater with me, tomorrow?
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	<ul style="list-style-type: none"> ▪ Accepts/ denies an invitation eg.: <ul style="list-style-type: none"> -With pleasure! Is it ok 6:00 o' clock pm? -Unfortunately, I have another engagement/ commitment tomorrow, some other time. Thank you any way ▪ Gives promise eg. I promise to be on time for the performance
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<p>Listening / Reading Comprehension</p> <p>Producing oral/ written speech</p>	<p>For the comprehension and the production of oral and written speech we are going to use:</p> <ul style="list-style-type: none"> ✓ Dialogues or/ and other texts for listening and reading comprehension ✓ Pictorial material (not only depicting Greek life) “look and say”/ write, for the production of oral and written speech ✓ Illustrated texts ✓ Texts: <ul style="list-style-type: none"> - abstract from Aristophanes’ “Ornithes” (The birds) - short critique for a film/ play - summary/ plot of a play/ film - poems- songs - presentation of similar texts from their own cultural tradition (attempt to translate into Greek) - description of a painting ✓ Radio transmission about Mikis Theodorakis (famous Greek composer) ✓ TV show, tribute to Giannis Tsarouxis (Greek painter) ✓ Entertainment Guides eg. “Athinorama”, “Exodos” ✓ Advertisements, posters, pamphlets ✓ TV/ radio, advertisements ✓ Entries in magazines, news papers etc ✓ Programme of a theater performance ✓ Invitation to a theater performance ✓ Tickets for Theater, Cinema, Football Match ✓ Internet ✓ CD ROM ○ Discussion: « The Olympic Games » ○ Teaching the written speech: Form: Questionnaire
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	<p>The students construct a short questionnaire to investigate peoples' preference: "Theater or Cinema?"</p> <ul style="list-style-type: none"> ➤ Various language exercises to practice listening/ reading comprehension, and production of oral and written speech <p><u>Use of the language laboratory</u></p>
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Language structure	<ul style="list-style-type: none"> ✓ Morphology <ul style="list-style-type: none"> -Conjunctions temporal and final ✓ Syntax <ul style="list-style-type: none"> -Subjunctive junction -Temporal clauses, final clauses <ul style="list-style-type: none"> ➤ Various exercises for the implementation and consolidation of the above structural elements ✓ Vocabulary <ul style="list-style-type: none"> - Relevant to the communicative situations/ environments described, and to the above listed language functions
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Sociolinguistic elements	<p>The students:</p> <ul style="list-style-type: none"> ❖ To know about the daily life of the Greeks eg. What the Greeks do in their free time and the importance they give to entertainment in its broader sense ❖ To be informed about the cultural features of Greece-the Greek cultural tradition in all its expressions, such as: Theater, Music, Painting, Literature, Sports
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An example of implementing the teaching techniques- activities in a certain Unit:

<p style="text-align: center;">Teaching Unit 9</p>	<p style="text-align: center;">Teaching techniques- activities</p>
<p style="text-align: center;">“And now entertainment with a lot of culture”</p>	<p><u>Oral speech (Comprehension-Production)</u></p> <ul style="list-style-type: none"> <p>❑ Presentation: Example: The teacher reads twice the text to the students, slowly and clearly</p> <p>❑ Demonstration: Example: The teacher reads /says, clearly and loudly, one phrase at a time and then asks the students to repeat it</p> <p>❑ Dialogue: Example: The teacher engages in a dialogue with the students regarding the ways of entertainment in their countries of origin as well as the culture features of their countries</p> <p>❑ Role playing: Example: The students form couples and perform a dialogue eg. At the theater’s box office</p> <p>❑ Discussion: Example: The students exchange views about a film they have seen</p> <p>❑ Listening a text from a cassette: Example: The students listen to a radio recorded transmission about Mikis Theodorakis (famous Greek composer) and they try to answer some questions</p> <p>❑ Use of multimedia: Example: The students use CD ROM to practice listening comprehension</p> <p>❑ Practice: many oral exercises Example: The teacher brings a student into a hypothetical communicative situation and asks him/ her to react eg.in the library,</p>

wanting to borrow a book

Written speech (Comprehension- Production)

□ **Reading:**

Example: The students, in groups of two, read loudly a dialogue from Aristophanes' "Ornithes"
(The birds)

□ **Short language exercises:**

Example 1: Multiple choice exercises: The teacher asks the students to read a preview of a theater play and then to answer in multiple choice questions

Example 2: The students are asked to describe a painting, in a short paragraph

□ **Use of multimedia:**

Example: The students are searching in the Internet for information related to famous painters

□ **Work groups:**

Example: The students separate in groups and try to make a collage with extracts/ pictures from the press. Each group has a different subject eg. Films previews, Sports, Olympic games etc.

□ **Language laboratory:**

Example 1: All the students record a few traditional songs from their countries and try to translate them into Greek

Example 2: Those who wish write a little poem

Language structure

□ **Presentation:**

Example: The teacher gives examples of temporal and final conjunctions, and temporal and final clauses

□ **Short language exercises:**

Example: Matching: The students are asked to match temporal/ final clauses with main sentences

- **Practice:** Many oral exercises with temporal and final clauses

✓ **Educational visits**

Two educational visits will be realized:

-Guided visit to Acropolis

-Visit to the open- air theater DORA STRATOU, where the students will attend performance of traditional music and dances

✓ **Project**

Example 1: The students take the responsibility to organize a closing cultural event at the end of the programme. They prepare the schedule, write the invitations, write texts to be presented, select music/ songs to be heard or/ and performed etc

Example 2: The students will carry out a research to investigate the preferences in entertainment, of the people living in the area of Ergon kek (construct the questionnaire, interview people, present the findings etc)

TABLE OF LANGUAGE EXERCISES

This table contains all the language exercises referred to in the units. They are grouped according to the taxonomy of language exercises adopted by the curriculum developer.

Matching

Words to pictures

Captions to pictures

Providing the correct answers from a reference list

The one half of a sentence to the other half

True/ false

Classical recognition exercise which helps the trainee to increase his/ her reaction speed to language stimuli emerging each time. (eg. When testing Listening /Reading comprehension)

Multiple- choice questions

Text/ picture comprehension using multiple choice question

Reconstruction

- Restoration: -Put sentences in the right order to make a paragraph
-Put events in the right order-sequences
- Report writing
- Composition writing
- Summary writing
- Notes taking (production of codified language)

Cloze activities

- Providing words/ captions for picture cues
- Completing the omitting words in sentences
- Completing a story
- Completing dialogues based on narration
- Reading a map-answering questions that follow
- Writing questions corresponding to given answers

Guided and creative writing

Stories/ plays

Dialogues

Labels for various objects

Cards

Posters

Riddles/enigmas

Letters

Curriculum Vitae.
Recipes/prescriptions
Questionnaires for conducting interviews
Little poems
Lists
Advertisements
Dialogue based on pictures
Story based on pictures
Continuing a story
Compositions
Reports caused by the headlines of newspapers

Word scramble

Jumbled sentences
Jumbled words
Telegrams, reports, dialogues, advertisements with jumbled sentences

Words meaning

Giving the synonym/ the opposite
Putting the word in a sentence
Picture dictionary

Puzzles

Crossword puzzles
Cryptic puzzles
Jigsaw puzzles
Riddles

Word building

Tongue twisters
Word construction from a common root
Compound words

Syntax

Constructing sentences
Transforming sentences (direct/ indirect speech, present/ past tense, singular/ plural)

FUNDING and EVALUATION

The case study was funded 75% from the ESF- European Social Fund and 25% from the Greek National Budget (Ministry of Labor).

Evaluation is considered as part of the process of managing quality and performance. Formative, concerned with current activities and the process of producing results. Summative, concerned with the final outcomes.

The Scientific Committee prepared the evaluations tools (questionnaires) for the **internal evaluation**.

Teachers/ educators evaluated the course and the participants. Participants evaluated the course and the teachers. The Scientific Committee made an overall evaluation of the project, which was very positive.

Target set for achievement was 40-60% of the participants to reach level B, as it is defined by KEG-Center of Greek Language, and pass the examination leading to the Certificate.

According to the examination results 75% of the participants passed and certified.

More specifically:

From the 243 participants, 235 sat the examination and 175 passed. From those passed 59% are repatriates, 34% are immigrants and 7% are refugees. Comparing the pass percentages per group (59% repatriates, 34% immigrants, 7% refugees) to the participation percentages per group (60%, 30%, 10% respectively) we see that there is a very good correspondence.

The project is being **evaluated externally** too. “Ergoplan S.A.”-Development and Management Consultants (very closely affiliated to “Ergon kek”) has undertaken this task.

THE FUTURE

Although the nation wide project concerning 6000 beneficiaries has not been completed yet (dead line end of year 2003) and the overall evaluation has not been done, the Ministry of Labor has already announced a Greek Language Learning Programme addressed to the same target groups, Refugees-Immigrants-Repatriates, and the beneficiaries this time will be 7600 all over Greece; it is anticipated that the Ministry will call for proposals soon. “Ergon kek” will submit again its proposal.

The future of such projects is uncertain, as they are co-financed by the ESF-European Social Fund. Will the end of this fund mean the end of the projects??

As KEKs are implementing only projects co-financed by the ESF, it is not certain that, after the end of Community Funds, there will be a continuation. Maybe KEKs will offer language courses in the future, but they will charge fee, which most of the people in need of learning the language cannot afford.

Athens, 11 October 2003
Panayota Ghika

APPENDICES

(Policies and Measures taken regarding other groups at risk of exclusion or already excluded)

MINISTRY OF LABOR AND SOCIAL AFFAIRS

Operational Programme: “EMPLOYMENT AND TRAINING”

(within the 3rd Community Support Framework, financed 75% from the European Social Fund and 25% from the national budget- Ministry of Labor and Social Affairs)

MEASURE: “Integrated Intervention in favor of Disadvantaged Groups with diverse cultural backgrounds: ROMA, Greek Muslims”

Aiming to:

support people with diverse cultural backgrounds suffering exclusion or being at risk of exclusion, in order to integrate in the society and the labor market

The measure includes:

- Training activities, aiming to develop language skills and a wide range of other communicative skills (social, cultural, “work culture”), professional skills, and to acquire work experience.
For the trainees, who have not even the primary school certificate, the curriculum must provide for necessary knowledge on several subjects (maths, history geography etc). Arrangements must be made for them to sit an exam and get the certificate
- Simultaneous provision of support services offered by specialized agents/ NGOs
- Promotion to employment through subsidy programmes of OAED- Manpower Employment Organization

Beneficiaries: 1280 unemployed ROMA and Greek Muslims (1280 and 600 respectively)

Budget: 13.850.000 euro

The Ministry has already called for proposals and “Ergon kek” has submitted 16 very ambitious proposals (11 regarding ROMA, 5 regarding Greek Muslims) and is now expecting for their approval

The ROMA

Statistics show that the ROMA community in Europe numbers 10 million people. In Greece 150.000-200.000. However the figures estimated by the ROMA themselves are very different. The differences probably stem from the fact that, in order to avoid discrimination, many ROMA say they belong to the majority population. Although Roma are very diversified, divided in groups, subgroups, nationalities and speaking different dialects, they share common elements of culture. Assimilation policies were only partially successful, as they did not make allowances for the particular characteristics of the Roma culture.

Education

ROMA have always had an exclusively oral tradition and the level of illiteracy is high. Many ROMA are illiterate, two out of three drop out of school before finishing the mandatory years of schooling. The educational needs of ROMA were ignored until the early '70s. Many efforts have been made in order to form an educational system adapted to the needs of ROMA, so there were established "special classes" on caravan sites which in turn led to the development of "transition classes", "caravan mobile classes" and finally to "integrated classes". However, the positive results, in terms of increasing the participation of ROMA in education and training are still modest.

e.g Despite lots of resources allocated to fighting illiteracy, the % of illiteracy among Greek Roma, especially tent-dwellers, is still very high: 80%, occasionally even 90%. Data from *Medicins du Monde* puts the % of Roma tent-dwellers in Athens who can write and read at 6%.

The above practices are still developing and the complete change in the mindsets of all those concerned, ROMA and not, demand time. The **NET ROM- Panhellenic Inter- Municipal Network for the Support of the Hellenes ROMA** pointed out that there are still environmental factors that prevent or discourage the participation of ROMA in education and training. These include bad housing, lack of identity papers, poor access to health services, and high unemployment rates for ROMA. Educational policy can make an essential contribution to integration of the ROMA. At the same, a high priority must be attached to the continued training and retraining of teachers, educators and other multipliers in the field of intercultural skills such as communication, conflict management, mediation and diversity management.

They also stressed the importance of:

- Adult education and family support to enable them, in turn, to support their children (training seminars, preparation for sitting an exam and get the primary school certificate, encouraging them to participate in School Parents Associations).
- The integration of support structures to the central education system
- Extra curricular activities to support the achievement of the curriculum aims and objectives and not to replace them
- Infrastructures allowing enriched cultural activities within the school unit

Employment and Training

The situation of employment among ROMA communities is of greatest concern to the Government. The rates of unemployment and underemployment for ROMA are much higher than for the rest of the population. In addition to an even greater degree of social exclusion, marginalization and poverty, unemployment has a direct impact on health conditions. So ROMA are among those worst hit by unemployment. There is a general consensus that ROMA are denied jobs because their potential employers know their ethnic origins. ROMA earn their living mostly from peddling goods. They also work in agriculture, paper or scrap collection, antiques and as artists- musicians, singers, dancers. But the lack of training and existing prejudices make it hard for most of them to find work.

According to the **NET ROM-Panhellenic Inter -Municipal Network for the Support of the Hellenes ROMA:**

- The main characteristics of ROMA employment are: self employment, employment out side the typical labor market, professions which, until now, do not presuppose education and training, and with very few perspectives for development and permanence, mobility, instability, crisis, absence from the public sector, children's work.
- As for ROMA unemployment, their problem is their difficulty to integrate in the formal labor market.

- The Vocational Training Programmes addressed to ROMA, in the past, have not been effective. The subjects chosen, the content, the methods used, the trainers, were not appropriate. They suggested ROMA trainees to participate in classes with the non ROMA, not in segregated classes. They also suggested the subjects of training courses to be in the following fields:
 - Trade- Development of selling skills
 - Agriculture- Establishment of small enterprises
 - Culture- traditional musical instruments, traditional clothes, copper / silver works
 - Construction
 - Entrepreneurship
 - Preparing /Training Mediators

They also made suggestions regarding:

- The support of the trainees during their training and, after been employed, during the first months of employment
- Positive measures for the employment in the public sector
- Subsidy of new work places by OAED- Manpower Employment Organization and also subsidy of new enterprises

**MINISTRY OF INTERIOR AFFAIRS,
PUBLIC ADMINISTRATION and DECENTRALIZATION**

The Greek Roma finally have a life

INTEGRATED ACTION PROGRAMME FOR THE GREEK ROMA

WITH THEIR OWN HOUSES

MULTIPLE OPPORTUNITIES FOR THEIR
EDUCATION AND TRAINING

CULTURE AND

ATHLETIC PROGRAMMES

CARE FOR HEALTH AND WELFARE ISSUES

In order to develop a political plan to deal with the Greek Roma's issues, an Inter-ministerial Commission was established, by decision of the Prime Minister, coordinated by the Ministry of Interior-Public Administration and Decentralization.

The Inter-ministerial Commission, aiming at the improvement of the Greek Roma's living conditions, has developed an **Integrated Action Programme**, enduring six-years (2002-2008), which refers to the following sectors:

**HOUSING
TRAINING- EMPLOYMENT
EDUCATION
HEALTH-WELFARE
CULTURE
ATHLETICS**

The total cost of the **Integrated Action Programme for the Greek Roma** amounts to **308.144.000 euro**=(M 105 billion Drachmas), upon the European Union's and national financial resources.

HOUSING SECTOR

Financing: 176,083,000=(M 60 billion Drachmas)

The extensive housing programme, to which all homeless Greek Roma are entitled to, includes:

- 1.The construction of settlements with prefabricated houses as a provisional measure.
- 2.The construction and the assignment of houses.
- 3.The issuing of housing loans guaranteed by the state.

4.The distribution of building plots, by purchasing tracts of land and assigning them to Roma families by the HPREC (Hellenic Public Real Estate Corporation) and other Public organizations.

1260 PREFABRICATED HOUSES HAVE ALREADY BEEN DISTRIBUTED TO THE FOLLOWING AREAS:

Orestiada, Zephyri- Attica, Agrinio, Spata, Aigio, Aitolico, Gastouni, Mesologgi, Karditsa, Nea Ionia-Volos, Trikala, Corfu, Gonou (Thessaloniki), Serres, Herakleia-Serres, Thiva etc.

4 PERMANENT SETTLEMENTS (187 RESIDENCIES) HAVE BEEN CONSTRUCTED AND ARE BEING ASSIGNED TO:

84 In Sofades- Karditsa,

54 In Didymoteicho,

25 In Serres and

24 In Menemeni

The distribution of 850 new prefabricated houses has started in the following areas:

Vistonida, Sapes, Chrisoupouli, Amaxades, Acharnai, Mytilene, Amaliada, Andravida, Vrachneika, Rio, Tragana, Farsala, Argostoli, Alexandreia, Antigoni, Axios, Chalastra, Rhodes, Agioi Theodoroi, Kalamata, Messini, Skala, Tripoli, Lamia.

THE FOLLOWING HAVE ALREADY BEEN IMPLEMENTED:

- 1.The immediate construction of new resident settlements in the following municipalities: Nea Alikarnassos, Florina, Platy- Katerini, Xanthi, Ano Kalama-Ioannina, Aigeiros, Acharnai.
- 2.The issuing of 3,500 loans, each one amounting to 44,020 E (M 15,000,000 Dr.)
- 3.The creation of infrastructure networks, the formation of the surroundings and public communal works as well as road construction.

TRAINING-EMPLOYMENT SECTOR

Financing: 66.061.000 E= (M22,5 billion Drachmas)

TARGETS:

- 1.The Greek Roma's integration at the labour market, the decrease of unemployment and the support of self- employment.

- 2.The encouragement of the Roma to participate in training-employment programmes, to facilitate their access to the labour market as well as to support their remaining in it.
- 3.Elementary and advanced education for the acquisition of social skills and job qualifications.

ALREADY CARRIED OUT OR STILL CONTINUING:

1. Pre-training (literacy, etc.)
2. Training
3. Integrated programmes tailored to the peculiarities of the local labour market

EDUCATION SECTOR

Funding: 29.347.000 E= (M 10 billion Drachmas)

A. THE GREEK ROMA CHILDREN EDUCATION

- 1.To assist and expedite respect for the Creek Roma's individuality and social right to education as it is recognized by the Constitution (Article 16)
- 2.To ensure the entering and unhindered attendance of the Greek Roma's children in the accredited education system.
- 3.To support the children of the Greek Roma families to be enrolled in school, aiming at the same time to sustain their attendance.
- 4.To train teachers and education administration executives in order to teach at the Greek Roma children schools.

ALREADY CARRIED OUT IN 30 REGIONS WHERE THE GREEK ROMA LIVE:

- 1.The issuing of the student card.
- 2.Programmes of information.
- 3.The production of educational material for the teachers support.
- 4.Fast-learning programmes for the Roma who have learning gaps.
- 5.Programmes of supporting after class teaching at Elementary School and High School

ADVANCING:

- 1.The incorporation into the school curriculum of activities oriented towards antiracist education.
- 2.The formation of school music groups.
- 3.The creation of a database and the application of new technologies in school units.

IN PROSPECT:

To expand the programmes in all the regions where the Greek Roma live.

B.ADULT FURTHER EDUCATION:**TARGETS:**

- 1.To fight the social exclusion through the education and the acquisition of social skills.
- 2.To prepare the adult Roma in order to take full advantage of the continuing training programmes.
- 3.To provide the target group organizations with technical know-how and consultation within the frames of the Integrated Action Programme.

ADVANCING OR ALREADY CARRIED OUT:

- 1.The training of the Greek Roma mediators.
- 2.The education of the organization's executives, which communicate with the Greek Roma population.
- 3.Fast learning programmes for adult's further education; the expansion of the Second Chance Schools Institution.
- 4.The support and encouragement of the Greek Roma parents in Parent-Teacher Associations.

HEALTH-WELFARE SECTOR

Financing: 13.207.000 E= (M 4.5 billion Drachmas)

TARGETS:

- 1.To inform the Roma about public health issues
- 2.To assure their regular medical examinations.
- 3.To carry out projects regarding preventive medicine, health education, vaccinations, etc.

RUNNING:

- 1.One mobile medical unit in Attica for preventive tests (blood tests, chest X-rays, Pap tests). A second one will soon operate in N. Greece.
- 2.Medical and social support units: in Gonou (Thessalonica), in the municipality of Sofades and in the municipalities of Acharnai and Trikala.

ADVANCING:

- a. The issuing of children health booklets and
- b. The health – booklets for the non-insured.

IN PROSPECT:

50 more medical and social support units in the rest of the municipalities where housing projects are being carried out

CULTURE SECTOR

Financing:
16.141.000 E=(M 5.5 billion Drachmas)

TARGETS:

- 1.The registration and the promotion of the Roma cultural heritage.
- 2.The introduction to and the familiarization of the Roma with the Hellenic culture

PROGRAMMES WERE CARRIED OUT:

In ILION and AGIA VARVARA in Attica:

The Creative Workshop for the Greek Roma children, as well as Music, Theater and Photography Workshops

ALREADY DONE:

The Folk Culture Directorate of the Ministry of Culture coordinates Educational and Research Programmes for the Greek Roma.

SCHEDULED:

- 1.The creation of an Educational Dossier, two Music Libraries and 40 Houses of Culture.
- 2.Meetings, seminars etc, so that the citizens will be informed of the Greek Roma's issues.

ATHLETICS SECTOR

Financing: 2.935.000 E=(M 1 billion Drachmas)

TARGETS:

- 1.The promotion of all sports as a means of recreation, which could also develop social relations.
- 2.The encouragement and support of the Greek Roma to participate in sports events as well as to take part in sport competitions.

ALREADY CARRIED OUT:

- 1.Fifty-four mass athletic programmes (young people) in various regions of the country in collaboration with the Under Secretariat of State for Sports. More than 2000 Greek Roma children and teenagers have already participated in the athletic programmes.
- 2.Pilot Programmes for athletic competitions (for children, teenagers and women).

IN PROSPECT

Expanding programmes in all regions where the Greek Roma live.

THE MINISTRY OF CULTURE PROGRAMME FOR GREEK GYPSIES

The Ministry of Culture, after collaborating with bodies representing the Greek Gypsies, in particular the Panhellenic Federation of Greek Romany Associations and local associations, has instituted a series of activities, beginning in 1999, the objective of which is to promote their national identity and secure their participation and complete integration into social life.

In order to implement and coordinate these programmes, a Non- Independent Office of Intercultural Affairs was established within the Directorate of Popular Culture- on the basis of Ministerial Decision YPPO/4491 Govt. Gazette 55^A / 1999- which organizes and implements educational and research programmes. Since 1999, the following activities, listed by category, have taken place.

A. EDUCATIONAL PROGRAMMES

1. **The Workshop of Creative Activity** was organized in 1999 in collaboration with the Museum of Greek Folk Art. Its objective was to give Gypsies the opportunity to give expression to their creative abilities and their own living culture through fruitful interaction.

The children worked with subjects connected with folks costumes, customs connected with the cycle of the year, the puppet theatre, weaving, folk fairy tales and a variety of other themes, which were treated through play, movement, speech and handicraft activities.

The Directorate of Popular Culture published a Calendar for 2002 based on works of art by the children relating to the four seasons.

Last year (2002-2003), the children attending the workshop made monthly visits to the Museum of Greek Folk Art, in order to familiarize young Gypsies with institutions connected with cultural heritage.

2. **The Music Workshop** was also organized in 1999, in collaboration with the Phivos Anogeianakis Museum of Greek Folk Instruments- Centre of Musicology, where the children were taught to play the clarinet. No attempt was made to interfere with their own distinctive cultural expression (in both the style and performance of the musical pieces)

During the programme, the children also met established Gypsy musicians, and it is planned gradually to introduce other Instruments, with the aim of promoting the rich Gypsy musical tradition and opening up opportunities for professional employment in the future.

3. **The Workshop of Theatre Games** was organized in 2001 by the Directorate of Popular Culture in collaboration with experts in the art of devising theatre games. Its objective is to develop a feeling of confidence, self-respect and acceptance and also to cultivate the imagination through the techniques of the theatre, the visual arts, structures, and sound stimuli
4. **The Dance Workshop**, which was added in January 2003 was run as an experiment in collaboration with the Music Workshop and was a great success
5. Finally, the Directorate of Fine Arts of the Ministry of Culture created a **Photographic Workshop** for Young Gypsies at Ayia Varvara, Attiki, in March 1999. This provides professional training in the art of photography to young Gypsies through seminars of six- months duration.
Three seminars have already taken place, with great success, and several exhibitions of the work of the young artists have been held.
6. The Directorate of Popular Culture is also completing the creation of **the Romany Museum –pack**, in collaboration with the Museum of Greek Folk Art, the Peloponnesian Folklore Foundation and the Center for the Study of Modern Pottery. This Museum- pack is designed, through educational activities, games, structures, etc. to introduce young pupils of the final grades of Primary School to the culture of the Greek Gypsies and create a context in which young Gypsies can get to know and cooperate with other children.

B. RESEARCH PROGRAMMES

* **Photographic record** of the life of the Greek Gypsies from 1840 to the present day. This research programme is conducted by the Photography Department of the TEI Athens and is coordinated by the Directorate of Popular Culture of the Ministry of Culture.

The aim of the programme is to create an Archive of Photographic Documentation of the life of Greek Gypsies from 1840 to the present day, to which interested parties will have access. So far, the first 450 images have been digitized. The second phase of the programme, involving the searching of provincial archives, is under way, and procedures are in progress for including the programme in the “Odyssey” Internet site of the Ministry of Culture.

COMPREHENSIVE PROGRAMME OF ACTION FOR THE GREEK GYPSIES

The Ministry of Culture is also participating in the Special Inter-ministerial Committee for the Political Designing of a Response to Matters relating to the Greek Gypsies (Govt. Gazette 24/8/1/2000 NoY20).

The other bodies represented on the Committee are the Ministries of the Economy, the Environment, Country Planning and Public Works, and National Education and Religion, Health and Welfare, the General Secretariats of the Young Generation, Further Education, and Sport, and the Representative of the Prime Minister’s Office of the Quality of Life (non –voting member)

In the context of the above Committee, the Directorate of Popular Culture has designed a **Comprehensive Programme of Action for the Social Integration of the Greek Gypsies**, which will be fully implemented by 2008.

The Programme includes the creation of an infrastructure in the sphere of culture (Culture Workshops and Centers in areas of Greece in which there are Greek Gypsies), **the establishment of institutions** (Annual Panhellenic Art Competition for children and teenaged Gypsies, National Honours for virtuosi Gypsy musicians), and also the **organization-** in collaboration with university institutions- **of international meetings of academic interest.**

The programme is financed and coordinated by the Ministry of Culture, and the bodies responsible for its implementation are the Municipalities and Communities of Greece, Museums, and academic research foundations.

The basic aim of the Comprehensive Programme of Action for the Social Integration of the Greek Gypsies is to maintain a general, coordinated approach to the existing problems, in order to secure the integration of Gypsies into contemporary social structures without detriment to their distinctive cultural personality.

The intervention of the Ministry of Culture, both at planning level and at the level of selection of colleagues, revolves around two axes: the first is related to the **educational significance of art** (collaboration is taking place with Museums and other cultural bodies to devise educational activities), and the second is connected with the **practical use** – by the Gypsies themselves- of the programme, invariably with the aim of combating the social exclusion and cultural separation of the above group.

MINISTRY OF LABOR AND SOCIAL AFFAIRS

Operational Programme: “EMPLOYMENT AND TRAINING”

(Programme within the 3rd Community Support Framework, financed 75% from the European Social Fund and 25% from the national budget- Ministry of Labor and Social Affairs)

The Ministry of Labor and Social Affairs has publicized the following policies and it is expected to make soon a call for proposals.

MEASURE: “Integrated interventions in favor of Disadvantaged Groups- disabled people, ex drug users”

Aiming to:

the integration in the labor market of a) disabled people (mentally retarded, with hearing, sight, mobility or psychic problems not being hospitalized/ institutionalized) b) ex drug users and/ or being in the process of detoxication

The measure includes:

- Training in various subjects which will take place in Centers of Vocational Training. Development not only of professional skills, but also of a wide range of communicative skills
- Simultaneous provision of support services for the trainees offered by specialized agents/ NGOs
- Promotion to employment through the subsidy programmes of OAED- Manpower Employment Organization

Budget: 44.200.000 euro

Beneficiaries: 4.800 unemployed, disabled people and 895 ex drug users and/ or being in the process of detoxication

MEASURE: “Integrated interventions in favor of Disadvantaged Groups-imprisoned, long term unemployed aged 45 and over, and drug addicts”

Aiming to:
the social inclusion of people being in or at risk of exclusion, by identifying their special needs and implementing integrated interventions

The measure includes:

- Vocational training in various subjects; will take place in Centers of Vocational Training. Development not only of professional skills but also of a wide range of communicative skills
- Simultaneous provision of support services for the trainees offered by specialized agents/ NGOs
- Promotion to employment through the subsidy programmes of OAED-Manpower Employment Organization

Budget: 15.700.000 euro

Beneficiaries: 2.130 imprisoned, long term unemployed aged 45 and over, and drug

MEASURE: “Teaching the Greek Language to unemployed Repatriates, Immigrants, Refugees, and to other unemployed not belonging to these groups but, due to their lack of language skills, are at risk of exclusion”

Aiming to:

prevent the social exclusion of the above mentioned by developing their language and other communicative skills

The measure includes:

- Greek language teaching, in Certified Centers of Vocational Training. The trainees will develop language functions necessary to operate in all communicative situations; comprehension of oral and written speech; production of oral and written speech; the social and cultural components of the Greek language as well as the “work culture”.
- Individualized approach of the trainees and promotion to employment by specialized operators in KPA- Centers for Promotion to Employment run by OAED-Manpower Employment Organization

Budget: 28.127.835 euro

Beneficiaries: 7.600 unemployed belonging to the above mentioned categories

MEASURE: “Integrated interventions in favor of Disadvantaged Groups-Repatriated Greeks from the former USSR countries”

Aiming to:

explore the specific needs of the repatriated Greeks and prevent or/ and combat their social exclusion

The measure includes:

- Implementation of Action Plans comprising integrated intervention according to the findings of the individualized approach of the target people, made by specialist operators in KPA-Centers for Promotion to Employment.
- Promotion to Employment through the subsidy programmes offered by OAED-Manpower Employment Organization.
- Provision of support services offered by specialized agents/ NGOs

Budget: 11.000.000 euro

Beneficiaries: 1.500 Repatriates

MEASURE: “Teaching basic ICT skills to women and soldiers”

Aiming to:

Fight “Digital Illiteracy” by teaching ICT skills to people of the target groups and thus enabling them to adjust in the new environment of the Information Society, increasing their employability, and preventing unemployment among young people, women in particular

The measure includes:

- Actions of continuing professional training in basic ICT skills. The Training will take place in Centers of Vocational Training, certified to design and implement programmes in this field.

Budget: 32.000.000 euro

Beneficiaries: 28.000 unemployed people, out of whom 70% are women and 2.000 are soldiers

**MINISTRY OF INTERIOR AFFAIRS,
PUBLIC ADMINISTRATION and DECENTRALIZATION**

GENERAL SECRETARIAT FOR EQUALITY

KETHI –Research Center for Gender Equality

(KETHI: Legal Entity under Private Law, supervised and financed by the General Secretariat for Equality. Its activities have a dual focus; to conduct social research on gender equality issues and to improve women's status and enable their advancement in all areas of political, economic and social life, within the framework of the policies defined by the General Secretariat for Equality.)

Integrated Intervention in favor of Women

This Intervention includes measures which complete each other and ensure the advancement of women to the labor market/ employment through specialized information, counseling and social support, in combination with other measures such as: vocational training, work experience acquisition etc.

The Integrated Intervention will be realized / implemented in the form of **Regional Action Plans** aiming, through the improvement of skills and the acquisition of knowledge, to women's integration in the labor market.

The Action Plans aim to:

- Facilitate the integration/ reintegration of women in the labor market
- Activate the women for pursuing effectively their professional objectives
- Promote the entrepreneurial activity of women
- Empower women to face special social problems and integrate in the labor market
- Develop cooperations with all local agents who deal with employment and entrepreneurship of women
- Sensitize the public and mobilize / activate the local agents to eliminate marginalization of women with regard to the labor and social integration

The Action Plans include:

- Information, counseling, social support measures
- Identifying the women's needs for vocational training
- Promotion to employment and self employment
- Innovative measures which will support women to face their special needs
- Innovative approaches to support the realization of the regional developmental objectives, in order to secure viable employment for women
- Information, sensitization of the local community and networking measures

Securing in this way:

- the integrated intervention
- the regional dimension
- the individual approach of women and the promotion to work places
- the cooperation of all relevant agents/ organizations/services
- the complementary character of the plan to other actions within the 3rd Community Support Framework and within the Community Initiatives
- the innovative character of the realized measures

The Action Plans will be implemented between 2003- 2006 and the beneficiaries will be 7000 women:

- Willing to integrate or reintegrate in the labor market
- Willing to create their own enterprise
- Facing social and labor integration problems
- Working but being at risk of becoming unemployed / losing their job
- Needing information and counseling on matters of legislation, social integration, career and employment guidance.

The Action Plans will be implemented by Agencies/ Organizations active in counseling, employment, self employment and social integration of women, in cooperation with the Regional Equality Committees, the Local Authorities, Professional Associations, NGOs etc

MINISTRY OF EDUCATION and RELIGIOUS AFFAIRS

MEASURES AIMING TO GENDER EQUALITY:

Operational Programme: “EDUCATION AND INITIAL VOCATIONAL TRAINING”

“Supporting the initial vocational education and training of women”

Actions aiming to:

- encourage girl students to attend vocational training courses offered / provided by TEE- Technological Education Schools, IEK- Institutes of Vocational Training, OAED-Manpower Employment Organization
- orientate girls students towards the new professional fields, where women are underrepresented
- fight stereotypes labeling professions as male and female
- develop a positive attitude towards entrepreneurship

“Supporting women to select, attend and complete appropriate graduate or postgraduate courses”

At tertiary level less female than male students are in science and new technology courses, in economics and management courses.

Action aiming to:

- increase the number of women attending the above courses and prevent scholastic failure and dropping out.
(The Ministry of Education introduced the All Day School -a relief of working mothers of school children and also of non working mothers giving them time for further personal development and socialization)

“Teachers’ Training”

Action aiming to:

- facilitate attendance of women teachers-mothers of young children
(The Ministry provides for children care expenses etc)

“Text books”

Action aiming to:

- books and other teaching materials reflecting gender equality
(The Ministry makes sure that text books used are projecting/ conveying values and models, regarding the women’s position in the society, in accordance to gender equality)