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ASSESSMENT OF Teach4integration PROGRAM

Report 4:
Final Report

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EXECUTIVE SUMMARY

In this Report, we present and analyze the findings of the assessment procedure, undertaken by the Hellenic Adult Education Association, for the training programs implemented for teachers training in refugee children education issues. Those training programs (*Teach4Integration*) were addressed to teachers of formal (mainly) and non-formal education. Hereafter the intervention in total (all training programs) will be called "Program" as all proposed assessment selections were applied to every training program implemented. The Program was designed and implemented by three different consortia - Implementing Groups, each of them having a remarkable experience and expertise in refugee children and intercultural education. The three Implementing Groups include (a) National and Kapodistrian University of Athens, (b) Aristotle University of Thessaloniki, and (c) the consortium of University of Thessaly, University of Ioannina and University of Crete, coordinated by the Greek Language Laboratory (University of Thessaly).

Each one of the three Implementing Groups provided programs with varying duration, all of them based in a blended (or hybrid) model, including face to face meetings and a distance learning part. The distance learning part was implemented through a Learning Management System, serving both synchronous and asynchronous activities ("Platform"), based on open source software solutions. Finally, 22 programs were implemented in 11 cities, namely: Athens, Thessaloniki, Volos, Ioannina, Chania, Heraklion, Larisa, Patra, Tripoli, Kavala, Thiva. The Program started by December 2018 and concluded by the end of February 2019.

The Assessment procedure was based on quantitative and qualitative approaches, including two questionnaires addressed to trainees (interim and final), one questionnaire addressed to trainers, content analysis regarding the online environment (Platform, forums and assignments), six focus groups and three observations. As it derives from data collected with all the above-mentioned techniques, the Program was successful in almost all aspects of design and implementation, fulfilling the expectations of trainees at a remarkably high level and being effective according to the trainers towards its main goal, i.e. to prepare trainees in order to be competent to act as teachers in various settings of refugee children education.

Almost all issues of design and implementation (mainly, educational material, the content of learning modules, venues, teaching approaches, participatory and experiential techniques) gather positive opinions by high percentages of trainers and trainees. All the three Implementing Groups organized their seminars in time, effectively and without serious

problems, according to the trainees' and trainers' opinions. Face to face meetings were participatory giving the trainees time to express their views, reflect into their practice and think on new methods and techniques for refugee children education. Platform was widely used by the trainees, but a more extended moderation of the forums was needed according to their opinions, so as to be a more interactive and interconnecting learning environment.

The vast majority of trainees declare high levels of satisfaction and fulfillment of expectations. For the usefulness of modules, positive opinions vary from 62,5% to 85,8%, while the negative opinions lie between 3,6% to 15,8%. Most popular modules include the general issues of refugee children and multicultural education, classroom management in multilingual and multicultural educational settings, differentiated teaching and teaching Greek as s second language. Trainers was the real strong point of the Program as all questions regarding the adequacy of trainers, the learning climate and the degree of active participation gather positive opinions from more than 90% of the trainees. Just 1,5% of the trainees believe that the Program did not cover at all their needs and expectations. According to both trainees and trainers, a great proportion of time in face to face meetings was devoted to participatory and experiential techniques.

Both the trainers and the trainees believe that the Program should have a longer duration and more face to face meetings. They report that for the provided educational material, the activities and the assignments more time was necessary. In all focus groups the trainees who participated, asked for the Platform to remain open and accessible so as to have the chance to study more carefully the educational material. Trainees feel more competent after the Program attendance in many areas of their everyday teaching practice, while trainers reported the same estimation; they believe that their trainees have more skills and higher levels of readiness to act as teachers in refugee children education settings.

Concluding, we think that the strongest points of the Program, illustrating its impact and describing its effectiveness, are presented in the following phrases of two trainees who participated in focus groups: "This seminar gave me some key tools for my everyday practice', and "The real innovative thing in that program was the collaboration of six universities under the umbrella of UNICEF. I could not imagine that we had in Greece such rich educational material and such a depository of innovative techniques for refugee children and intercultural education. Participation in this program was for me the only way to have access to all these".

1. INTRODUCTION

Aim of this Report is to present and analyze the findings of the assessment procedure, undertaken by the Hellenic Adult Education Association, for the training programs implemented for teachers training in refugee children education issues. These training programs constitute of a general, strategic program which was designed and supported by UNICEF, called *Teach4Integration.* The program was addressed to teachers of formal (mainly) and non-formal education. Hereafter the intervention in total (all training programs) will be called "Program" as all proposed assessment selections will apply to every training program implemented. According to the Terms of Reference (TOR) this is the Final Report, including also the findings of the interim assessment (see Annex III), which were delivered with the Interim Report (Deliverable D3) on January 28, 2019.

In the next section of the Report are covered all issues concerning the Implementation of the Program. Next is the section of Methodological Issues, where all research choices are analyzed. The first part of findings' presentation and analysis is covering the qualitative part of the assessment procedure, more specifically the main points arisen by the focus groups and observations and the content analysis for the online activities. The presentation of quantitative findings is divided into two parts; findings from trainees' final questionnaires and findings from trainers' final questionnaires. Conclusions and suggestions for a possible future intervention are presented in the last section, while all supplementary research material is presented in eleven annexes.

The main goals of the assessment procedure are:

- to provide UNICEF Refugee ad Migrant Response in Greece (UNICEF-RMRG) with all relevant and meaningful information, data, and conclusions which could be used for the enhancement of the same or similar activities in the future.
- to take stock of the experiences and to inform the Ministry of Education, other relevant practitioners and policy-makers on lessons learned and good practices.

According to the TOR, the assessment procedure was formative, responsive and empowering (see Annex XI).

2. IMPLEMENTATION DATA

The Program was designed and implemented by three different consortia (Implementing Groups – IG), each of them having a remarkable experience and expertise in refugee children and intercultural education. The IGs are the following:

(a) National and Kapodistrian University of Athens – **ATH** (acronym used in the assessment procedure).

(b) Aristotle University of Thessaloniki – **THE**.

(c) University of Thessaly – University of Ioannina and University of Crete, coordinated by the Greek Language Laboratory (University of Thessaly, Department of Primary Education) – **TIC**.

Each one of the IG provided programs with a varying duration, all of them based in a blended (or hybrid) model, including face to face meetings and a distance learning part. The distance learning part was implemented through a Learning Management System, serving both synchronous and asynchronous activities ("Platform"), based on open source software solutions.

According to the information provided, finally 22 programs were implemented in ten cities. Ten of them were implemented by TIC (two programs in Volos, two in Ioannina and one program in each one of the following cities: Chania, Heraklio, Larisa, Patra, Tripoli), seven of them by ATH and five by THE. The assessment procedure covers 18 programs, as four of the programs were at the very starting point at the period of final data collection. The final number of recipients is estimated to be around 500, while the definite number was not available at the moment of data collection and analysis.

Table 1: Programs / IGs

City	IGs
Athens I	ATH
Athens II	ATH
Athens III	ATH
Athens IV	ATH
Athens V	ATH
Athens VI	ATH
Thiva	ATH

Thessaloniki I	THE
Thessaloniki II	THE
Thessaloniki III	THE
Thessaloniki III	THE
Thessaloniki IV	THE
Kavala	THE
Volos I	TIC
Volos II	TIC
Ioannina I	TIC
Ioannina II	TIC
Heraklio	TIC
Chania	TIC
Larissa	TIC
Patras	TIC
Tripoli	TIC

3. METHODOLOGICAL ISSUES

3.1. Description of the Assessment Procedure

As mentioned, the scope of the assessment covers all issues of the Program, mainly design, implementation, both parts of the Program (face to face and e-learning), educators, and readiness of teachers to work with refugee students. As the Program under assessment is in fact an extension and continuation of a pilot Program implemented by UNICEF - RMRG, based on the same methodology (hybrid model including face to face meetings and distance education part) and having almost the same goals, the Report of the Assessment for the pilot phase will be taken into serious consideration for the design and implementation of the current assessment procedure. In order for the results to be compared with those of the pilot phase, some of the tools of the current assessment were based on the tools used for the assessment of the pilot phase. It is worth mentioning that the methodology of the current assessment procedure, as well as the main tools and results from the pilot phase assessment, were presented to the IGs during the Inception Meeting of the Program, so as to link both Programs in terms of design/implementation and assessment.

As for the types of assessment we will clarify in the next lines which types of assessment will be proposed, having in mind to align with the TOR and the directions of UNICEF-RMRG. According to the initial proposal, the assessment procedure will be based in three different, while complementary, pillars:

(i) Formative type of assessment: When the goal of the *assessment/evaluation* is to improve the program while this is implemented, we can choose formative evaluation. On the other hand, summative evaluation is preferred when we intend to formulate suggestions about weak and strong points of the program as well as suggestions for improvement for a future implementation (Scriven, 1967; Stufflebeam & Shinkfield, 2007). It is profound that a formative evaluation can be conducted during the program implementation, while summative evaluation is conducted after the completion of the program. Given the TOR, the assessment procedure was formative and the Interim Report (Deliverable D3) was provided to UNICEF-RMRG on January 29 according to the TOR.

Another distinction among diverse types and operations of an assessment procedure is that of *goal-free* and *goal-based* assessment. In the first case (goal-free assessment), goals and objectives of the program are one of the possible subjects of evaluation, that is to say the

assessment team is *valuing* the program (Scriven, 1991, p. 181). In the second type (goal-based assessment), goals and objectives of the implementing body are fully respected when judging issues of the program and the answers provided are in clear conjugation with the program goals and objectives. Following the TOR and the initial communications with UNICEF - RMRG, the assessment procedure was that of goal-based type, trying to provide responses to the design and implementation goals.

(ii) *Empowerment evaluation* model principles will be considered for the design and implementation of the assessment. Empowerment assessment is an approach that aims to increase the likelihood that programs will achieve results by increasing the capacity of program stakeholders to plan, implement and evaluate their own programs. The assessment procedure was based on values and methods of empowerment evaluation, and the principles of this model, namely: improvement, community ownership, inclusion, democratic participation, social justice, community knowledge, evidence-based strategies, capacity building, organizational learning, and accountability (Fetterman, 2005, p. 2).

(iii) *Responsive evaluation* "is a general perspective in the search for quality and the representation of quality in a program" (Stake, 2004, p. 86). A crucial element of responsive assessment is discovering the concerns that various groups have about the program, while those concerns will provide a basis for determining data needs (Stufflebeam & Shinkfield, 2007, p. 422). Towards this direction, criteria for the program success were gathered from various stakeholders (see Annex X).

3.2. Assessment Questions

As assessment and evaluation procedures are (or should be) in fact applied social research, the first step is to formulate the main research questions. Given the TOR and the initial communications the research questions are as following:

1. To what extent the participants feel that their expectations were fulfilled?
2. Do teachers feel satisfied with the participation in the Program?
3. To what extent the deficiencies and difficulties in multilingual and multicultural interventions, as stated by the teachers, were reduced by their participation in the Program?

4. To what extent teachers feel ready to act as multicultural agents in their everyday practice?

3.3. Quantitative approach

The quantitative part of the assessment will be based on three different questionnaires, consisted of closed-type and open-ended questions. The questionnaires are provided in Annexes IV-IX (in Greek and in English). An intensive attention was paid in the formulation of questions in Greek language to be precise and understandable, while the translation into English is only for the purposes of this Report. The first questionnaire (interim questionnaire for trainees) was circulated on January 11 with the request to be completed by January 18 (with two successive reminders on 15th and 17th of January), resulting to a total of 152 trainees that responded. The final questionnaires (trainees and trainers) were sent on February 12 with the request to be completed by February 18 (for trainees) and February 19 (for trainers), with three successive reminders (14th, 16th and 17th of February). Finally, 325 trainees and 56 trainers completed the questionnaires. All questionnaires were developed and installed in Survey Monkey, which is the most widely used online survey tool (20 million of answers daily). Data analysis was done with SPSS (Statistical Package for Social Sciences), including frequencies and further statistical analyses and tests.

3.4. Qualitative approach

The qualitative part of the assessment was based on *focus group, observation* and *content analysis*. Focus group is a process of direct interaction of a group in order to collect data for a specific subject (Krueger & Casey, 2000). This technique is different from other qualitative techniques (for example in-depth semi-structured interview), because it is based mainly on the interaction and the "echo" of participants' views, and not only in the points of view that emerge from a participant in face to face discussion. The ideal size of a focus group is six to eight participants, while four and ten seem to be the lower and upper limits. Below four participants we do not have the desirable interaction; while in case of more than ten, the participants do not have the opportunity to describe their experience and share insights and observations.

For the purposes of this assessment, we employed what is called *double-layer design* for the focus groups that will be conducted. The first layer will be that of participants and the second layer will be the geographical area. According to the TOR focus groups should cover about 25% of the programs implemented, thus six focus groups were conducted (see Annex I), five of them with face to face meetings and one using the Big Blue Button through the Platform.

The focus groups had as a main goal to find the successful and unsuccessful issues of the Program. For that reason, questions from the Critical Incidents Questionnaire were included. Critical Incidents Questionnaire is a tool proposed by the theorist of critical thinking S. Brookfield, this tool can be used when we ask trainees or students to critically review their learning experience. For the implementation of a focus group, two distinct roles are necessary: the moderator of the focus group having the role to guide participants into a discussion of selected topics, and assistant moderator, having the role of carefully record all participants' points of view, emotions and behavior. The design of the focus group can be found in Annex I.

Observation of the seminars, and more specifically what is called non-participatory observation, was the other qualitative technique used. According to the TOR observation was to take place at about 5%-10% of the programs, so finally three observations were conducted, covering seminars from every implementing group.

Content analysis will be employed for the assessment of the platform usability, functionality and organization. Content analysis of the assignments and platform for the distance education part, will be based on Heuristic Evaluation approach. This approach, in fact the evolution of connoisseurship/expert evaluation approach (Scriven, 1991), is based in a systematic and thoughtful inspection of the platform by two experts (for the confirmation of the findings).

4. PRESENTATION OF FINDINGS – QUALITATIVE PART

In this part main results from both the focus groups and the observations will be presented. According to the initial proposal, it was suggested that six focus groups and three observations would provide valuable data regarding the program and its progress during the whole period of implementation. The presentation of the findings below provides a clear general view of all focus groups and observations taken place during a period of almost two months (midst of December 2018 - midst of February 2019). Analytical details regarding each focus group and observations' implementation can be found at Annex I and Annex II respectively.

4.1. Focus Groups

Focus groups took place in six different training seminars in five total cities of implementation: Athens (2), Thessaloniki, Heraklio, Ioannina and Tripoli. Almost in all cases, 5-6 trainees participated in the focus group, but the focus group in Tripoli, which consisted of 11 participants. In each focus group there were three basic parts: a) an introduction aiming to explain the goal and the scope of the procedure, following by general discussion regarding basic elements of the program, b) the main part during which more challenging questions were asked and finally, c) the ending part ensuring the sum up and an agreement between the facilitator and the participants. For the sake of internal consistency and reliability of the research the above methodology and the same basic questions were asked by all facilitators in the focus groups.

Necessity of the program

A common argument in all focus group is that the program was considered absolutely necessary due to the fact that it is the only program offered by any public or private organization in Greece. Both trainees with no previous experience in the field of intercultural education and/or refugee and migrant education, and trainees with relevant experience agreed that the program is suitable for those entering the field and for those who want to expand their knowledge and gain useful and practical ideas for implementation in their work in school environments.

Face to face and distance part of the training

In general, according to participants in the focus groups, it seems that time devoted to face to face meetings and the platform was proportionally equal and fair. The main benefits of face to face part of training were the increased interaction with other trainees, the exchange of ideas and experiences and the sense of being part of a live community consisting of people with same interests and concerns. On the other hand, the platform and the distance part of learning provided the opportunity for busy professionals to study the learning material and complete exercises in their own path. Some concerns were expressed regarding time constraints regarding deadlines for completing exercises, however they seem to reflect views of a minority.

Design and implementation

The general view among participants in all focus groups conducted is that both design and implementation of the program is of high quality. Thematic units were very related to the goal and the objectives of the program and covered a variety of important issues. Trainers were well prepared, they used in most cases, a variety of adult education techniques and methods, such as work in groups, role plays, experiential exercises, discussion etc and avoided, but a few cases, academic lectures. Moreover, there was a great extent of satisfaction among participants in the focus groups regarding training material they received either in face to face training or in the platform.

Empowerment and competence of participants

In most cases, this was one of the strongest points of the whole program. Trainers had a significant relevant experience and made use of it during their training seminars. Tools used to engage learners and empower them as most as possible, included trainers' personal examples and storytelling, powerful questions and, without doubt, trainees' participation to various experiential exercises. As it was reported in many cases, participants now feel more confident regarding their role as Intercultural Teachers and they have gained access to valuable knowledge and practical tips. Their interaction with others seemed to helped them develop self confidence that they are not alone in a very difficult and demanding environment.

Strongest and weakest point of the program

Among the strongest points in the program, one can find the intense and deep experiential learning experience, as well as the continuous motivation of the trainers towards the participants. Especially for those who had no significant experience in the field, the whole program was a great surprise. Also, a very important element in almost all programs, according to people participating in the focus groups, appears to be the use of films with subject-related issues and discussion following. Although the weakest points were in most of cases reported by few only people, it is worth to mention some technical issues in the platform and the lack of use of various educational techniques and methods in some programs.

4.2. Observations

Participatory observation, as a research method, aims to the collection of qualitative data in a very special way in comparison with any other research method, since the observer is actually trying to understand what happens in real working conditions. According to the initial proposal regarding the assessment procedure three observations were expected to take place in three different cities / implementations of the program. Cities selected were Athens, Thessaloniki and Patras. The main axes examined through this method included the following issues: use of participatory training techniques, climate and learning environment, listening to trainees' questions, empowerment of the trainers, collaboration between trainees and use of time / theory and practice.

Use of participatory training techniques

The use of participatory training techniques seems to be one of the strongest points of the program in total. In all three sessions being observed trainers used a variety of training methods, but lecture, such as work in groups, questions and answers, discussion and experiential exercises. Lecture, as training method, was used in specific occasions, wherein new knowledge was provided. Even in cases, where the content of the session was more theoretical, it was evident that the trainer was trying to make trainees feel connected through storytelling techniques, life examples etc and more engaged by relating these stories and examples to their own experiences and personal life.

Climate and learning environment

In all observations taken place within the framework of this research there is evidence that trainers did their best to create a friendly and warm climate that supports and facilitates learning. Especially, in the observations taken place in Patras and Athens, where the learning issues were more demanding in terms of participants' exposure through experiential activities, trainers create an environment warm and open for everyone to express.

Listening to trainees' questions

In the same way, each time trainees were posing a question, there was an effort by trainers either to give a proper response or bring it to the group and initiate a discussion round. There is no evidence in sessions being observed that trainees' questions were ignored or did not get response.

Empowerment of the trainees

In all three sessions being observed, trainers encouraged participants to get the most of the learning experience by asking questions, expressing their views or their concerns and participating as much as possible, especially in experiential activities. Trainees were constantly supported and encouraged to make use of new ideas and methods in refugee education, a view that is also confirmed by their responses in focus groups and the questionnaires.

Collaboration between trainers

The observation taken place in Thessaloniki referred to the first day of the training seminar, so there is no real data regarding the extent of collaboration among the trainers of this particular program. Similarly, there was no such data collected in the observation in Patras. However, the observation taken place in Athens was a real positive surprise, since three persons, the head trainer and two facilitators, had a wonderful collaboration and offered trainees a unique learning experience. Each one of the training team had a different expertise and constituted an added value to the program.

Use of time / theory and practice

In the two out of the three sessions being observed, time devoted to practice and, thus, to trainees corresponds to about 2/3 of the total time. Experiential activities and the use of participatory training methods and techniques explain this argument. The observation that took place in Thessaloniki reveals reversed percentage, which, however, can be also explained by the introductory character of the session and the effort of the trainer to provide general information about the program and its main thematic units.

4.3. Assessment of the Platform

What we call here "Platform" is a vital component of the Program. In fact, it is an educational portal for the delivery of the online part of the training with a varying duration according to each IG planning. According to the TOR and the Deliverable D1 Content Analysis will be employed for the assessment of the platform usability, functionality and organization, as well as the assessment of the assignments of trainees. More specifically, content analysis of the assignments and platform for the distance education part will be based on heuristic evaluation approach (Nielsen & Molich, 1990).

This approach, in fact the evolution of connoisseurship/expert assessment approach (Scriven, 1991), is based in a systematic and thoughtful inspection of the platform by two experts (for the confirmation of the findings). The assessment of the platform was performed by Alexis Kokkos and Thanassis Karalis, who have more than twenty years of specialization and experience in distance education and use of platforms for educational purposes. Also, content analysis included assignments of trainees (about forty assignments), that were analyzed, compared and interpreted in order to provide useful insights about the competence of trainees and the degree of understanding concerning basic concepts and crucial issues of the seminars.

Except the content analysis for the assessment of the Platform questions regarding the assessment of the platform were put in trainers and trainees' questionnaires (both interim and final). Trainees were asked to answer a question regarding five issues for the Platform, while the trainers were asked about two issues of the Platform. Following we will present the findings from both content analysis and the quantitative part of the assessment.

Short Description of the Platform

This Platform is available following the link: https://ecourses.teach4integration.gr/. As we can observe in the first page (the gateway to the portal), except the "Login" button we can find very basic information for the Program (IG, source of funding, UNICEF-RMRG).
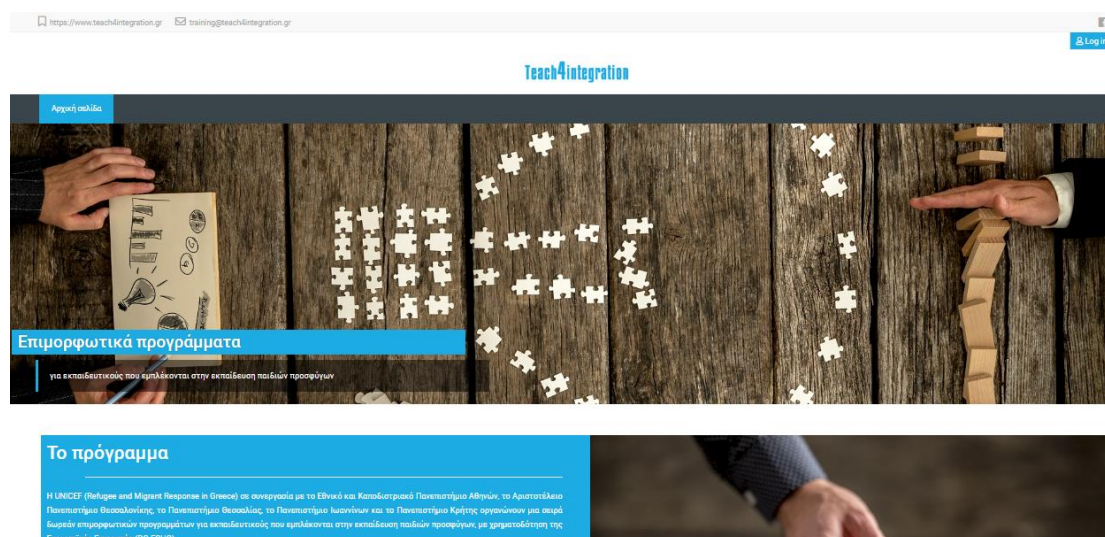
Entering the portal, every user can have access to specific content, according to the access rights (depending on the varying roles, e.g. trainer, trainee, administrator). The structure of the Platform is based on six pillars, the Depository («Αποθετήριο») and five places for TIC, THE and the three different programs of ATT (*Pedagogical management of multicultural and multilingual classes*, *Language Management in multicultural and multilingual classes* and *Physics*).

According to the information provided by the developer ("Web2social"), concerning the technical development and implementation, the Platform is based on Moodle (Modular Object-Oriented Dynamic Learning Environment), version 3.5.3+, which is a widely used tool for online learning environments worldwide. Moodle was first used in 1999, is one of the very first LMS (Learning Management Systems), has more than 200.000 registered users, while the environment is translated and adapted in 75 languages. The whole environment is installed in a Linux server, with 32 GB RAM and two hard disks with a total capacity of 4TB. Synchronous meetings were served by Big Blue Button a widely known teleconference software, already running in various environments from 2009.

As reported by the administrator, more than 750 users with various roles (trainers, trainees, administrator, moderators), were registered in the Platform, while no technical problems occurred during the whole duration of all courses.

Content Analysis

As referred, content analysis was based on Usability, Functionality and Organization issues of the Platform. Usability and Organization are connected mainly with the use and structure of the Platform, while Functionality hereafter refers to educational issues of the tool. Heuristic approach for the assessment requires that the two experts will run the Platform twice, so as to find specific problems of usability or structure. The first assessment of the platform was done at the first week of January (when only one IG had developed courses) and the final assessment was done through the week 18-24 of February when all courses had been deployed.

For the *Usability of the Platform*, we can first of all report that the overall impression is of high quality. Graphics and design are suitable for an educational tool. Even a non-experienced user can navigate through the various tools and places of the Platform; this characteristic is very crucial as the potential users maybe are not to familiar with online platforms. The return to key-pages (e.g., first page of the course, modules, home page of the platform) is quite easy, while we have to underline that there is always a button («Ταμπλό») at the left top of every page, which leads to the initial page. The only thing missing is that of detailed users guide, so as every user could have a navigation tool through the course (just one small guide of two pages was found in one of the courses), maybe the educational characteristics of the platform were explained in face to face meetings.

As for the *Organization of the Content*, we find that a user-friendly organization of the platform (in terms of the average expected user) is profound throughout the platform. The content for every course is presented in separate learning units, organized per week of the courses, so as trainees can find very easily what they have to study and do for every week. All materials were uploaded to the platform, so as the trainees did not have to search for supplementary materials to accomplish the tasks assigned to them. This is a very useful specification for every online learning environment, but it is crucial for online courses of a short duration, so this is a really strong point of the organization of all courses. Another positive feature of the platform is that clear explanations were given for all tasks. The

Depository was not used by IGs, as they preferred to put all materials in the specific weeks of study, a choice that is more functional for trainees, so the depository had only some introductory materials for the programs.

Concerning the *Functionality of the Platform*, in terms of educational thoroughness, a variety of tasks and characteristics was carefully examined. First of all, as already stated, the content was organized in separate learning modules, while there was in all cases a logical sequence and content flow. Goals and objectives were not expressed in all learning modules and could not located easily. The educational material provided to trainees is surely the strong point of the platform. Although there were different types of educational materials between the three IGs, something rather expected and clearly contributing to the pluralism of approaches, all educational materials were of very high level. PowerPoint presentations were available to trainees, accompanied with papers, conference proceedings, and short theoretical documents of high quality. Video materials were really triggering, carefully selected and could operate as starting points for further elaboration of theoretical and practical issues of refugee education. Assignments in type of quiz and multiple-choice questions were not trivial but could assist to the understanding of specific theoretical issues. Many activities could promote the development of critical thinking and problem-solving skills. Some of the trainers developed very interesting synchronous meetings (deploying the Big Blue Button tool available in the platform). All the above-mentioned components could be considered as the real strong point of the online part of the programs. Weaknesses could be detected in interaction, as we did not find at a certain extent, activities for learning group/community building, but this could be explained by the short duration of the courses. Also, participation of trainees in discussions initiated by the trainers was rather limited, but this is something very common in online learning environments in Greece.

For the assignments' assessment, as already referred, forty assignments were carefully examined so as to explore the degree of the trainee's engagement and fulfillment of tasks. First of all, we were unable to record the degree of completeness of trainees' tasks, because almost all programs were not completed at the time of platform assessment. The tasks were clearly explained to trainees in all assignments examined, while the content of assignments was rather reflective, asking trainees to work on issues of everyday practice, that is to say, the assignments were oriented to problem solving rather than to the elaboration of theoretical issues; clearly another strong point of those online courses. The assessment was based on grading (1,2 or 3), while no comments were detected to all forty assignments

examined. As for the content of the answers provided by the trainees, we can conclude that was successful, clearly corresponding to basic issues of the expected answers.

Findings from the Questionnaires

In this section we will present the findings of quantitative part from all the three questionnaires (interim ad final for trainees and final for the trainers) concerning the Platform, for a more clear view of the assessment and usefulness of the online part of training. In Table 2 data for the assessment of the Platform by the trainees are presented.

Table 2: Assessment of the Platform by the trainees

	Interim Questionnaire (mean)	Final Questionnaire (mean)
The process of distance learning is easy for me	5,20	4,90
There is technical support for the platform	4,38	4,29
The online platform is user-friendly and compatible with my knowledge and skills	5,22	5,00
Trough the platform the degree of my involvement and interaction with the team increased	4,22	4,25
The activities and materials of the platform contribute to the completeness of my study	4,84	4,96

Table 3: Assessment of the Platform by the trainers

	Final Questionnaire (mean)
There was technical support for the platform	4,65
There was a proper platform design and adequacy	4,81

As we can conclude from the above presented data, both trainers and trainees express positive opinions about the Platform. The Platform is considered as user-friendly and compatible with knowledge and skills of trainees, activities and materials contributed to a better understanding of the content, while the technical support was sufficient for the users.

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5. PRESENTATION OF FINDINGS – QUANTITATIVE PART

5.1. Trainees

The results presented in this section have been obtained by collecting and processing the data generated by the learner's responses to the final questionnaire. The final questionnaire was initially sent on February 12 with the request to be completed by February 19 (after one week). Two successive kind reminders (14th and 18th of February) were then sent before the end of the deadline. In total, we got 325 valid responses. Given the total population of people the questionnaire was sent (641) the number 325 of those who completed the questionnaires corresponds to a 50,7% response rate. However, this % is expected to be even higher, since it is estimated that there is a number of people who dropped out the program.

An important element is that according to the system reference, the average time of completing the questionnaire was 8 min, 15 sec. The presentation of data below follows the flow of the questions asked at the questionnaire (see also Appendix IX).

Initially, seminars held in Athens, according to participants' responses, correspond to more than 40% of the total number of seminars within Teach4Integration Program. However, there is a 20,3% on behalf of Thessaloniki, while the rest of cities, wherein seminars were organized share similar percentages (Table 4)

Table 4: City of seminar implementation

	Frequency	Percent
Athens	131	40,3
Volos	25	7,7
Heraklion	6	1,8
Thessaloniki	66	20,3
Ioannina	20	6,2
Kavala	18	5,5
Larisa	14	4,3
Patras	14	4,3
Tripoli	14	4,3
Chania	16	4,9
NA/MS	1	,3
Total	325	100,0

Table 5: Organization of the seminar

	Frequency	Percent
Aristotle University of Thessaloniki	66	20,3
National and Kapodistrian University of Athens	132	40,6
University of Thessaly - University of Ioannina - University of Crete	127	39,1
Total	325	100,0
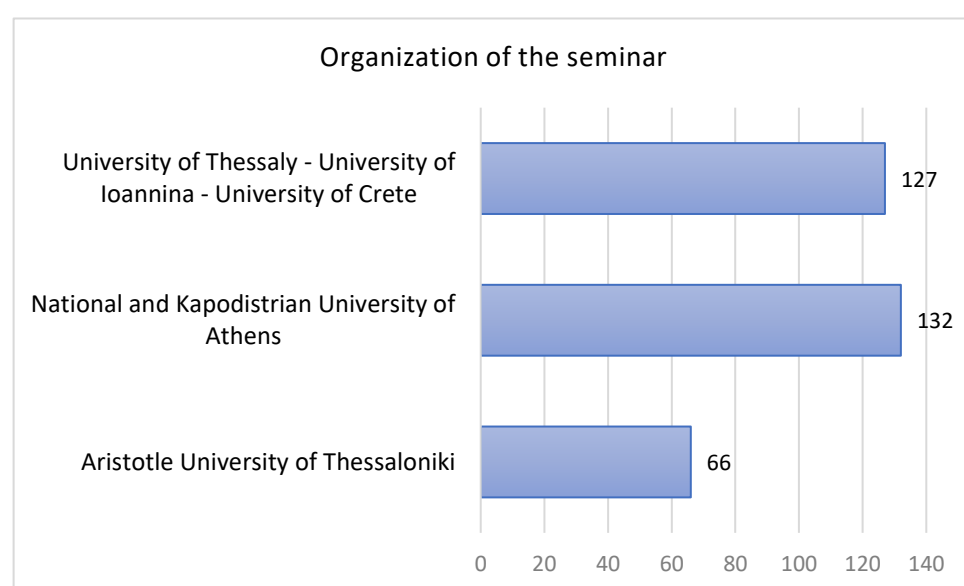
Figure 1: Organization of the seminar

The working profile of those who responded to the final questionnaires refers mostly to Teachers in Morning Mainstream Classes with (26,5%) or without (21,8%) refugee students, while other 16% claim they are Teachers in Reception Classes with refugee students (Table 6).

Table 6: Current occupational status

	Frequency	Percent
Teacher in Morning Mainstream Classes **without** refugee students	71	21,8
Teacher in Morning Mainstream Classes **with** refugee students	86	26,5
Teacher in Reception Facilities for Refugee Education (DYEP)	26	8,0

Teacher in Reception Classes with refugee students (TY ZEΠ)	52	16,0
Teacher in **Structures of Non-Formal Education for Refugees (**within or outside refugee hosting centers)	9	2,8
Teacher in **Intercultural School**	7	2,2
Principal in School with refugee students	19	5,8
Teacher in Second Chance School with refugee adults	7	2,2
SEE (Educational Project Coordinator)	18	5,5
SEP (Coordinator for Refugee Education)	20	6,2
Other	9	2,8
NA/MS	1	0,3
Total	325	100,0

Table 7: Sex of participants

Sex:

	Frequency	Percent
Male	58	17,8
Female	266	81,8
Total	324	99,7
NA/MS	1	,3
Total	325	100,0

As data collected show, women make up more than 4/5 of the total population of those who answered the questionnaires. Participants between 46 and 55 years old, which is the large majority age group of those responded to the questionnaires, account for over 43% of the total population (see Table 7 & 8).

Table 8: Age of participants

Age:

	Frequency	Percent
23-35 years	76	23,4
36-45 years	87	26,8
46-55 years	142	43,7
56 -65 years	20	6,2
Total	325	100,0

Table 9: Work sector

You work in

	Frequency	Percent
Other (please specify):	4	1,2
Preschool Education	22	6,8
Primary education	146	44,9
Secondary Education (Gymnasium)	80	24,6
Secondary Education (GEL)	24	7,4
Secondary Education (EPAL)	24	7,4
SEE	5	1,5
SEP	6	1,8
SDE	4	1,2
NON FORMAL EDUCATION STRUCTURE	9	2,8
NA/MS	1	,3
Total	325	100,0

The large majority of those responding to the questionnaire stated that they work either in the in Primary Education (44,9%) or in Secondary Education (Gymnasium - GEL - EPAL) (39,4%), revealing that school teachers consist of more than 85% of the total population of participants in the program. From those almost 60% have a permanent role as teachers and about one out of three is working as deputy teachers (see Table 9 & 10).

Table 10: Work relation

Work relation

	Frequency	Percent
Other (please specify):	3	,9
PERMANENT TEACHER	191	58,8
DEPUTY EDUCATOR	106	32,6
Hourly paid teacher	15	4,6
Student	2	,6
NA/MS	8	2,5
Total	325	100,0

Other (please specify):

	Frequency	Percent
	322	99,1
Volunteer	2	,6
External partner	1	,3
Total	325	100,0

Table 11: Education level of participants

Education level

	Frequency	Percent
Other (please specify)	2	,6
Higher Education Degree	120	36,9
Postgraduate Diploma	176	54,2
Doctorate	25	7,7
NA/MS	2	,6
Total	325	100,0

Other (please specify):

	Frequency	Percent
	323	99,4
Master's to be completed	1	,3
Student	1	,3
Total	325	100,0

From the data gathered it seems that all participants have obtained a Bachelor from University, while more than half of them have Postgraduate Diplomas and almost 8% of those responded to the questionnaire claimed to hold a Doctorate (see Table 11). Teachers correspond to 37,2% of people asked, while Philologist is almost one out of four participants (see Table 12).

Table 12: Speciality of participants

Specialty:

	Frequency	Percent
Philologist	77	**23,7**
Natural sciences and mathematics	18	5,5
Technological specialties	19	5,8
Foreign Languages	30	9,2
Kindergarten	24	7,4
Teacher	121	**37,2**
Other	31	9,5
NA/MS	5	1,5
Total	325	100,0

Table 13: Previous training in intercultural education

Previous training in intercultural education (tick wherever applicable)

	Frequency	Percent
No previous training	128	37,2
Training seminars	154	44,8
Post graduate level	47	13,7
Other	15	4,4
Total	344	100,0

With regards to the issue of previous training in intercultural education almost 45% of people asked stated that they have attended relevant training seminars. However, a quite important percentage of people (37,2%) declared no previous training regarding the issue (see Table 13). When asked about their years of service in Education, more than 45% declare a more than 16-year experience, while an additional one out of three (32%) argues that they have between 6 and 15 years of service (Table 14). However, when the same people are asked to declare their specific experience in Intercultural Education, less than 15% of them state that they have six or more years of service (Table 15).

Table 14: Years of service in Education

Years of service in Education

	Frequency	Percent
0 - 1	22	6,8
2 - 5	47	14,5
6 - 10	39	12,0
10-15	65	20,0
16+	147	45,2
Have no service in Education at all	3	,9
NA/MS	2	,6
Total	325	100,0

Table 15: Years of service in Intercultural Education

Years of service in Intercultural Education

	Frequency	Percent
0-1	203	62,5
2-5	78	24,0
6-10	22	6,8

11-15	6	1,8
16+	10	3,1
NA/MS	6	1,8
Total	325	100,0

The first question after the introductory ones was asking participants in the program to give their views with regards to possible benefits they might gained after the program. Absolutely negative responses (not at all) were almost completely absent, while the positive responses (much/very much) reached at all axes to a more than 76,3% (see Table 16 & Figure 2).

Table 16: Participants' perceptions regarding general benefits of the program

	Not at all		Very little / A little		No little, no much		Much / Very much		NA/ MS *
	N	%	N	%	N	%	N	%	N
4.1. The program helped me to enrich my knowledge on the subject of training	2	0,6	9	2,8	39	12,0	271	83,4	4
4.2. After attending the program, I have a more complete and clear view of the subject of the training	3	0,9	6	1,8	36	11,1	276	84,9	4
4.3. The program helped me to develop new skills - to become more effective in areas related to my role as a teacher	5	1,5	16	4,9	51	15,7	248	76,3	5
4.4. The program helped me to broaden my perspective and the way I approach the education of refugee students	1	0,3	16	4,9	31	9,5	271	83,4	6
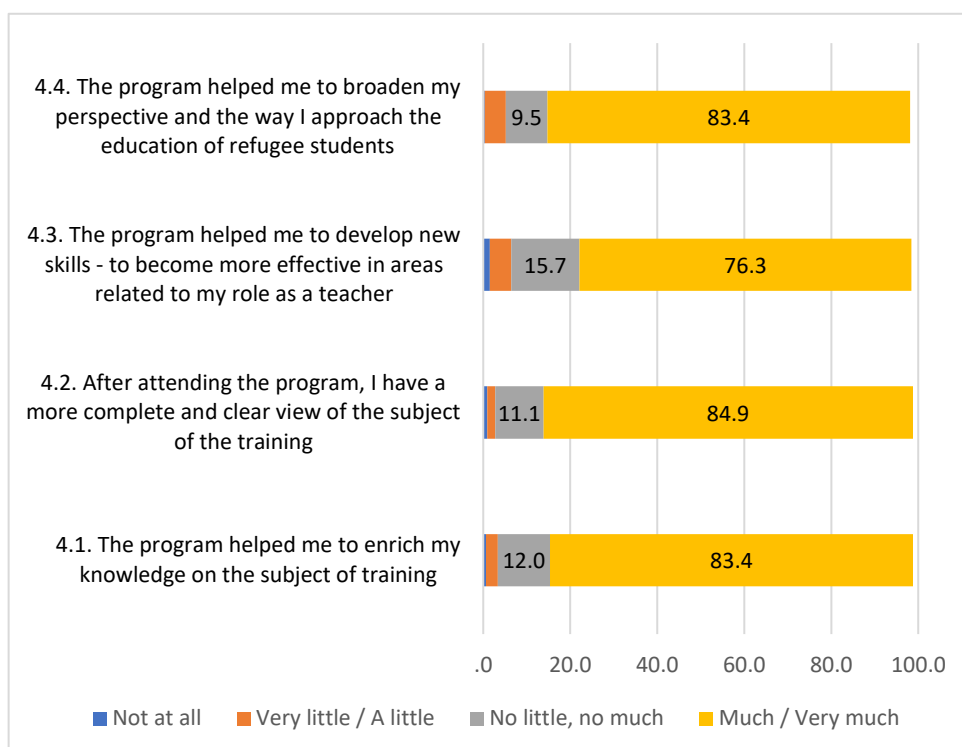
Figure 2: General view of the program

Participants in the program were asked to give their opinion regarding the usefulness of various axes of the program. Again, absolutely negative responses (not at all) were almost completely absent, while the positive responses (much/very much) reached at all axes to high levels, i.e. the utility of the program regarding to refugees, refugee education and intercultural communication issues (see Tables 17-18 & Figure 3).

Table 17: Utility of the program

	Not at all		Very little / A little		No little, no much		Much / Very much		NA/ MS
	N	%	N	%	N	%	N	%	N
5.1. Methodology of the teaching of Greek as a second language	4	1,2	11	3,4	38	11,7	266	81,8	6
5.2. Teaching non-language courses	5	1,5	35	10,8	55	16,9	214	65,8	16
5.3. Differentiated teaching	2	0,6	9	2,8	37	11,4	268	82,5	9
5.4.Develop participatory activities for language teaching focusing on multi-faceted skills development	1	0,3	14	4,3	50	15,4	255	78,5	5
5.5. Refugees, refugee education and intercultural communication issues	2	0,6	11	3,4	28	8,6	279	85,8	5

5.6. Classroom management in multilingual and multicultural contexts	2	0,6	13	4,0	43	13,2	262	80,6	5
5.7. Rights of the child and parental involvement	8	2,5	29	8,9	78	24,0	203	62,5	7
5.8. Development / selection of educational material	3	,9	14	4,3	51	15,7	249	76,6	8
5.9. Psycho-social challenges in refugee education	5	1,5	15	4,6	56	17,2	243	74,8	6
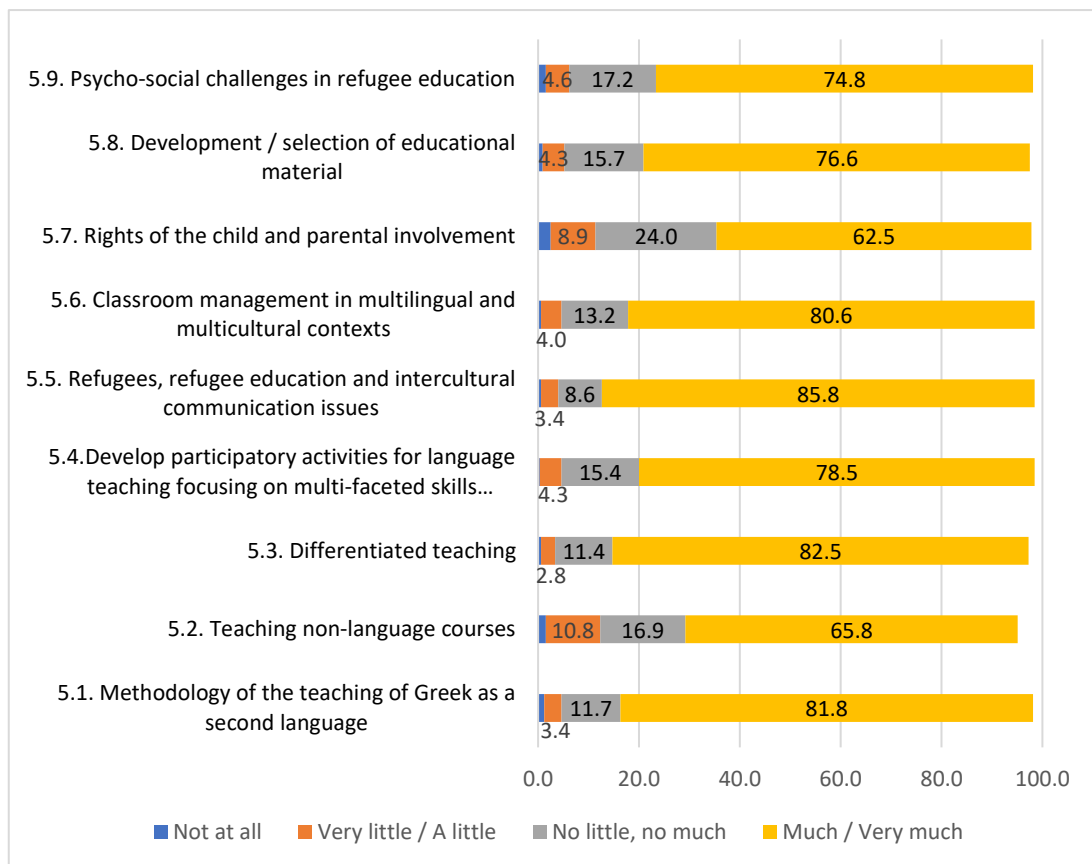
Figure 3: Utility of the program

Table 18: Modules' Utility per category of occupational status (means)

	5.1. Methodology of the teaching of Greek as a second language	5.2. Teaching non-language courses	5.3. Differentiated teaching	5.4.Develop participatory activities for language teaching focusing on multi-faceted skills development	5.5. Refugees, refugee education and intercultural communication issues	5.6. Classroom management in multilingual and multicultural contexts	5.7. Rights of the child and parental involvement	5.8. Development / selection of educational material	5.9. Psycho-social challenges in refugee education

Other (9)	Mean	5,4	5,4	5,3	5,3	5,6	5,6	5,1	5,4	5,3
	Std. D.	0,5	0,5	0,7	0,5	0,5	0,5	0,8	0,5	0,9
Teacher in Morning Mainstream Classes without refugee students (71)	Mean	5,1	4,8	5,1	5,1	5,2	5,2	4,6	5,0	5,0
	Std. D.	0,8	1,1	1,0	0,8	0,9	0,8	1,2	0,9	0,9
Teacher in Morning Mainstream Classes with refugee students (85)	Mean	5,2	4,4	5,5	5,3	5,2	5,0	4,7	5,0	5,0
	Std. D.	1,1	1,8	0,7	0,9	1,1	1,2	1,4	1,3	1,2
Teacher in Reception Facilities for Refugee Education (DYEP) (26)	Mean	4,2	4,2	4,5	4,3	4,9	4,8	4,6	4,5	4,6
	Std. D.	1,7	1,6	1,3	1,5	1,3	1,4	1,1	1,4	1,1
Teacher in Reception Classes with refugee students (ΤΥ ΖΕΠ) (52)	Mean	5,3	4,8	5,3	5,2	5,3	5,2	4,8	5,1	4,8
	Std. D.	1,0	1,4	0,8	0,9	0,8	1,0	1,2	1,0	1,1
Teacher in Structures of Non-Formal Education for Refugees (9)	Mean	5,4	4,4	5,1	5,3	5,3	5,3	4,8	5,6	5,2
	Std. D.	1,3	2,1	1,7	1,3	1,3	1,3	1,6	1,0	1,3
Teacher in Intercultural School (7)	Mean	5,4	4,0	5,3	5,9	5,7	5,7	3,9	5,6	5,6
	Std. D.	0,8	1,9	1,0	0,4	0,5	0,5	2,0	0,5	0,5
Principal in School with refugee students	Mean	5,3	4,4	4,9	5,2	5,1	4,7	4,5	4,8	4,7
	Std. D.	0,8	1,4	1,5	0,9	1,4	1,4	1,7	1,4	1,3
Teacher in Second Chance School with refugee adults (7)	Mean	4,7	4,1	5,6	5,3	5,9	5,6	4,1	5,1	5,5
	Std. D.	2,2	2,6	0,9	1,5	0,4	0,8	2,3	1,6	0,8
SEE (Educational Project Coordinator) (18)	Mean	5,6	5,3	5,5	5,6	5,6	5,4	5,2	5,6	5,3
	Std. D.	0,5	0,7	0,5	0,5	0,5	0,6	0,7	0,6	0,7
SEP (Coordinator for Refugee Education) (20)	Mean	5,0	4,7	5,3	5,0	5,3	5,1	4,7	4,9	4,9
	Std. D.	1,2	1,3	0,8	1,2	1,2	1,3	1,4	1,2	1,3
Total)	Mean	5,2	4,6	5,2	5,2	5,3	5,1	4,7	5,1	5,0
	N	322	322	317	320	322	322	322	320	320
	Std. D.	1,1	1,5	1,0	1,0	1,0	1,1	1,3	1,1	1,1

In the following table (19) the results from data collected regarding the perceptions of respondents on the extent to which they faced difficulties before the program and at the time of their attendance (now) are presented. In most cases, the large majority of participants stated that they faced difficulties before the program (39,4% - 51,1% in all six axes examined). Especially, the development / selection of classroom teaching material for refugee students seemed to be a difficulty named by more than half of people asked (51,1%). Difficulties seem to be dealt successfully to a significant extent during the program implementation, as shown in Table 20.

Table 19: Facing difficulties before the program

	Not at all		Very little / A little		No little, no much		Much / Very much		NA/ MS
	N	%	N	%	N	%	N	%	N
6.1. Classroom management involving refugee students	16	4,9	63	19,4	96	29,5	128	39,4	22
6.2. Techniques / methods of teaching Greek as a second language	10	3,1	56	17,2	84	25,8	146	44,9	29
6.3. Teaching in classes involving refugee students	22	6,8	47	14,5	91	28,0	133	40,9	32
6.4. Integration of refugee students into the school community	15	4,6	61	18,8	74	22,8	149	45,8	26
6.5. Development / selection of classroom teaching material for refugee students	12	3,7	45	13,8	79	24,3	166	51,1	23
6.6. Communicating with parents of refugee students	25	7,7	56	17,2	67	20,6	139	42,8	38

Table 20: Facing difficulties now

	Not at all		Very little / A little		No little, no much		Much / Very much		NA/ MS
	N	%	N	%	N	%	N	%	N
7.1. Classroom management involving refugee students	29	8,9	123	37,8	114	35,1	40	12,3	19
7.2. Techniques / methods of teaching Greek as a second language	19	5,8	135	41,5	103	31,7	41	12,6	27
7.3. Teaching in classes involving refugee students	32	9,8	120	36,9	105	32,3	42	12,9	26
7.4. Integration of refugee students into the school community	32	9,8	129	39,7	88	27,1	52	16,0	24
7.5. Development / selection of classroom teaching material for refugee students	27	8,3	146	44,9	84	25,8	47	14,5	21
7.6. Communicating with parents of refugee students	36	11,1	103	31,7	74	22,8	75	23,1	37

In general, according to participants' responses, there is a significant improvement between the period before the program and now in all named difficulties. This improvement is translated to almost 1 point to the 1-6 assessment scale (see Figure 4).

Table 21: Comparison of facing difficulties before the program and now

%	Not at all		Very little / A little		No little, no much		Much / Very much	
	now	before	now	before	now	before	now	before
Classroom management involving refugee students	8,9	4,9	37,8	19,4	35,1	29,5	12,3	39,4
Techniques / methods of teaching Greek as a second language	5,8	3,1	41,5	17,2	31,7	25,8	12,6	44,9
Teaching in classes involving refugee students	9,8	6,8	36,9	14,5	32,3	28,0	12,9	40,9
Integration of refugee students into the school community	9,8	4,6	39,7	18,8	27,1	22,8	16,0	45,8
Development / selection of classroom teaching material for refugee students	8,3	3,7	44,9	13,8	25,8	24,3	14,5	51,1
Communicating with parents of refugee students	11,1	7,7	31,7	17,2	22,8	20,6	23,1	42,8
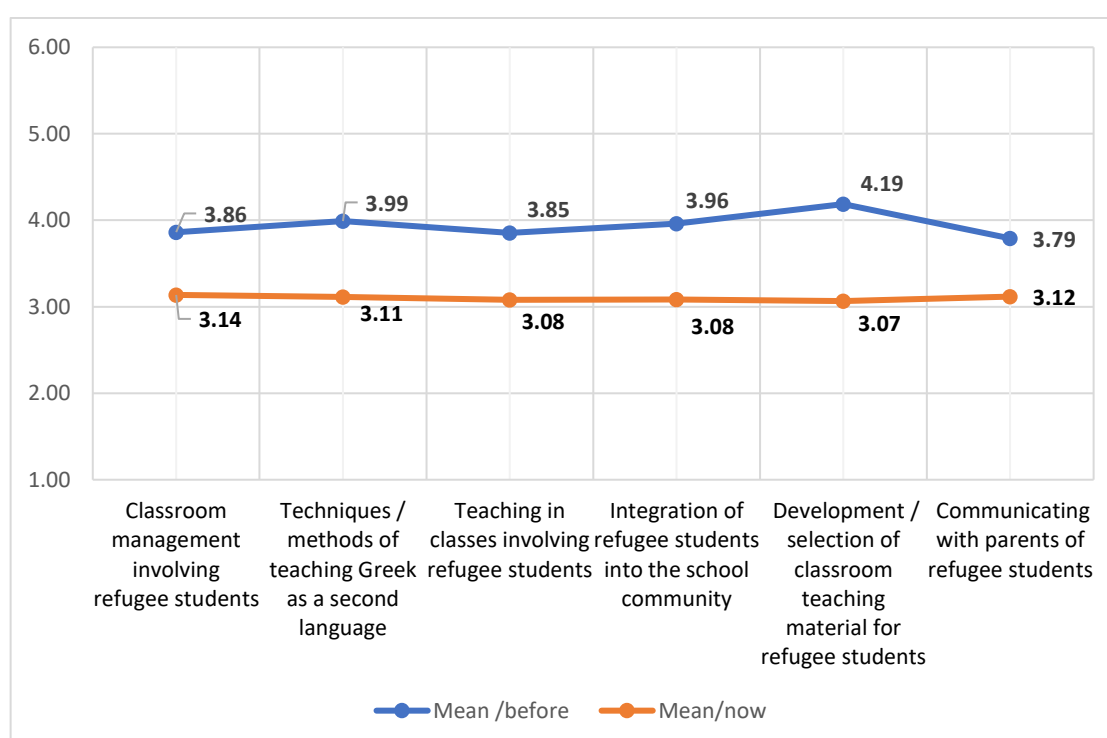
Figure 4: Comparison of facing difficulties before the program and now (means)

The following tables (22 & 23) offer more clear insights regarding the work status and the specialty of people facing difficulties before and after the program and the extent to which these difficulties were finally reduced.

Table 22: Difficulty reduce per occupational status (means)

Mean/now-Mean/before	Classroom management involving refugee students	Techniques / methods of teaching Greek as a second language	Teaching in classes involving refugee students	Integration of refugee students into the school community	Development / selection of classroom teaching material for refugee students	Communicating with parents of refugee students
Other	-1,00	-1,00	-1,00	-1,22	-0,89	-0,89
Teacher in Morning Mainstream Classes **without** refugee students	-0,19	-0,20	-0,19	-0,23	-0,37	-0,13
Teacher in Morning Mainstream Classes **with** refugee students	-0,98	-1,23	-1,15	-1,25	-1,55	-0,96
Teacher in Reception Facilities for Refugee Education (DYEP)	-0,19	-0,50	-0,42	-0,17	-0,92	-0,23
Teacher in Reception Classes with refugee students (TY ZEΠ)	-0,94	-1,12	-0,96	-1,04	-1,37	-0,96
Teacher in **Structures of Non-Formal Education for Refugees (**within or outside refugee hosting centers)	-0,89	-1,22	-0,44	-1,11	-1,22	-1,33
Teacher in **Intercultural School**	-1,57	-1,29	-1,43	-1,43	-1,43	-0,43
Principal in School with refugee students	-0,72	-0,81	-0,43	-0,60	-1,15	-0,98
Teacher in Second Chance School with refugee adults	-1,14	-1,14	-1,00	-0,29	-1,43	-0,57
SEE (Educational Project Coordinator)	-1,00	-1,06	-1,21	-1,50	-1,22	-0,44
SEP (Coordinator for Refugee Education)	-0,85	-1,15	-0,85	-1,55	-1,35	-0,94
Total	-0,73	-0,88	-0,77	-0,88	-1,12	-0,68

Table 23: Difficulty reduce per specialty (means)

Mean/now-Mean/before	Classroom management involving refugee students	Techniques / methods of teaching Greek as a second language	Teaching in classes involving refugee students	Integration of refugee students into the school community	Development / selection of classroom teaching material for refugee students	Communicating with parents of refugee students
Philologist	-0,80	-0,98	-0,76	-0,99	-1,17	-0,79
Natural sciences and mathematics	-0,12	-0,25	-0,35	-0,19	-0,22	-0,12
Technological specialties	-0,27	-0,69	-0,52	-0,21	-0,76	-0,06
Foreign languages	-0,57	-0,18	-0,69	-0,80	-0,42	-0,44
Kindergarten	-0,17	-0,13	-0,30	-0,17	-0,42	-0,26
Teacher	-0,03	-0,16	-0,05	-0,14	-0,30	0,16
Other	-0,31	-0,11	-0,25	-0,29	-0,22	-0,28
Total	-0,74	-0,89	-0,79	-0,90	-1,14	-0,69

Table 24: Utility of the program regarding specific skills development

	Not at all		Very little / A little		No little, no much		Much / Very much		NA/MS
	N	%	N	%	N	%	N	%	N
8.1. I can design teaching modules suitable for multicultural classes	4	1,2	24	7,4	76	23,4	217	66,8	4
8.2. I can find and evaluate suitable educational material for the teaching of Greek as a second / foreign language	5	1,5	18	5,5	55	16,9	233	71,7	14
8.3. I can design teaching modules suitable for the development of linguistic skills in mixed composition classes	4	1,2	20	6,2	78	24,0	204	62,8	19
8.4. I can design teaching modules for other lessons (other than language) in mixed composition classes	7	2,2	37	11,4	82	25,2	187	57,5	12
8.5. I can produce teaching activities for students of multicultural classes	3	0,9	22	6,8	76	23,4	217	66,8	7
8.6. I can be more effective in teaching in mixed composition classes	3	0,9	18	5,5	74	22,8	221	68,0	9

8.7. I can design activities that give space of expression to different identities and enhance intercultural interaction	4	1,2	19	5,8	66	20,3	233	71,7	3
8.8. I can identify school practices that work differently on children from different cultural environments	3	0,9	19	5,8	67	20,6	233	71,7	3
8.9. I can produce activities that highlight the different cultural backgrounds of my students	4	1,2	16	4,9	82	25,2	217	66,8	6
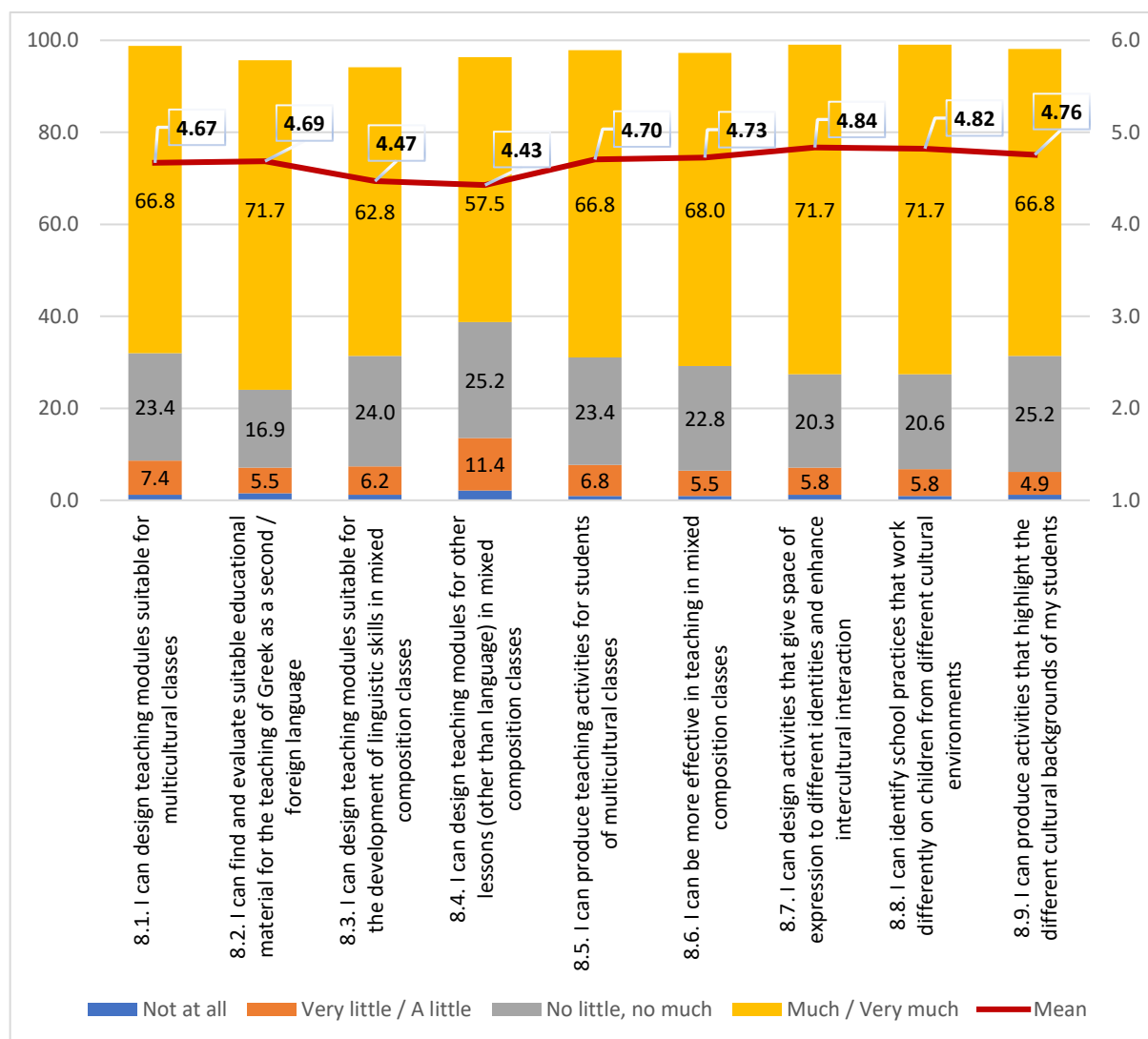
Figure 5: Utility of the program regarding specific skills development

With regards to skills development there is a strong belief that the program, according to people who completed the questionnaires, helped them to a great extent (much / very much). Finding and evaluating suitable educational materials for the teaching of Greek as a

second / foreign language, designing activities that give space of expression to different identities and identifying school practices that work differently on children form different cultural environments got the most positive responses (71,7%) (Tables 24-25 & Figure 5).

Table 25: Utility of the program regarding specific skills development / occupational status

		8.1. I can design teaching modules suitable for multicultural classes	8.2. I can find and evaluate suitable educational material for the teaching of Greek as a second / foreign language	8.3. I can design teaching modules suitable for the development of linguistic skills in mixed composition classes	8.4. I can design teaching modules for other lessons (other than language) in mixed composition classes	8.5. I can produce teaching activities for students of multicultural classes	8.6. I can be more effective in teaching in mixed composition classes	8.7. I can design activities that give space of expression to different identities and enhance intercultural interaction	8.8. I can identify school practices that work differently on children from different cultural environments	8.9. I can produce activities that highlight the different cultural backgrounds of my students
Other	Mean	4,89	4,89	4,89	4,78	4,78	5,00	4,89	4,89	5,00
	Std. D.	0,60	0,60	0,78	0,83	0,83	0,87	0,78	0,78	0,50
Teacher in Morning Mainstream Classes without refugee students	Mean	4,55	4,58	4,38	4,52	4,69	4,59	4,75	4,69	4,59
	Std. D.	1,08	1,35	1,33	1,17	1,04	1,23	1,04	0,98	1,08
Teacher in Morning Mainstream Classes with refugee students	Mean	4,72	4,72	4,52	4,50	4,75	4,77	4,84	4,82	4,75
	Std. D.	0,96	1,30	1,26	1,10	1,05	0,84	0,90	0,88	0,89
Teacher in Reception Facilities for Refugee Education (DYEP)	Mean	4,32	4,12	4,16	3,92	4,24	4,40	4,64	4,64	4,48
	Std. D.	1,14	1,76	1,62	1,41	1,39	1,08	1,11	1,04	0,96
Teacher in Reception Classes with refugee students (ΤΥ ΖΕΠ)	Mean	4,77	4,90	4,35	4,27	4,75	4,65	4,85	4,88	4,78
	Std. D.	0,67	0,96	1,37	1,36	0,79	1,28	0,87	0,73	0,84
Teacher in Structures of Non-Formal Education for Refugees	Mean	4,44	4,89	4,56	4,22	4,33	4,89	4,78	4,89	5,00
	Std. D.	1,74	1,45	1,51	1,64	1,66	1,54	1,48	1,54	1,58
Teacher in Intercultural School	Mean	5,29	4,71	3,57	4,43	5,14	5,14	5,29	5,43	5,14
	Std. D.	0,49	2,14	2,51	2,07	0,38	0,38	1,11	0,79	1,46

Principal in School with refugee students	Mean	**4,61**	**4,83**	**4,89**	**4,39**	**5,06**	**5,00**	**4,72**	**4,78**	**4,94**
	Std. D.	0,85	0,92	0,76	1,65	0,80	0,77	0,75	0,65	0,73
Teacher in Second Chance School with refugee adults	Mean	**4,86**	**4,29**	**4,29**	**4,57**	**4,57**	**4,86**	**5,14**	**5,00**	**4,86**
	Std. D.	1,35	2,14	2,14	1,72	1,51	1,07	0,69	0,82	1,07
SEE (Educational Project Coordinator)	Mean	**4,94**	**4,94**	**4,78**	**4,67**	**4,78**	**5,11**	**5,22**	**5,33**	**5,22**
	Std. D.	0,73	0,73	1,40	1,41	1,40	0,68	0,73	0,69	0,73
SEP (Coordinator for Refugee Education)	Mean	**4,60**	**4,70**	**4,80**	**4,55**	**4,70**	**4,65**	**4,90**	**4,65**	**4,70**
	Std. D.	1,31	1,49	1,28	1,36	1,34	1,39	1,37	1,35	1,34
Total	Mean	4,67	4,69	4,47	4,43	4,71	4,73	4,84	4,83	4,76
	N	321	321	321	320	320	319	321	321	319
	Std. D.	1,00	1,30	1,37	1,30	1,09	1,08	0,98	0,93	0,98

Another element which was examined was the degree of satisfaction among participants regarding the program. In general, there is strong perception that all aspects of the program fulfilled participants' expectations. In a six-scale rating all parameters received a more than 4,5 score, with aspects such as information regarding the program, goals and expected results, the organization and the venue of the program options receiving more than 5,0 (see Figure 6).

Table 26: Satisfaction regarding the program

	Not at all		Very little / A little		No little, no much		Much / Very much		NA/ MS
	N	%	N	%	N	%	N	%	N
9.1.Information regarding the program, goals and expected results	2	0,6	24	7,4	42	12,9	253	77,8	4
9.2. Organization of the program	2	0,6	13	4,0	44	13,5	263	80,9	3
9.3. Duration of the program	9	2,8	45	13,8	83	25,5	183	56,3	5
9.4. Venue of implementation	5	1,5	12	3,7	49	15,1	253	77,8	6

9.5. The combination of live and distance learning	6	1,8	22	6,8	55	16,9	234	72,0	8
9.6. Number and duration of meetings	9	2,8	40	12,3	82	25,2	190	58,5	4
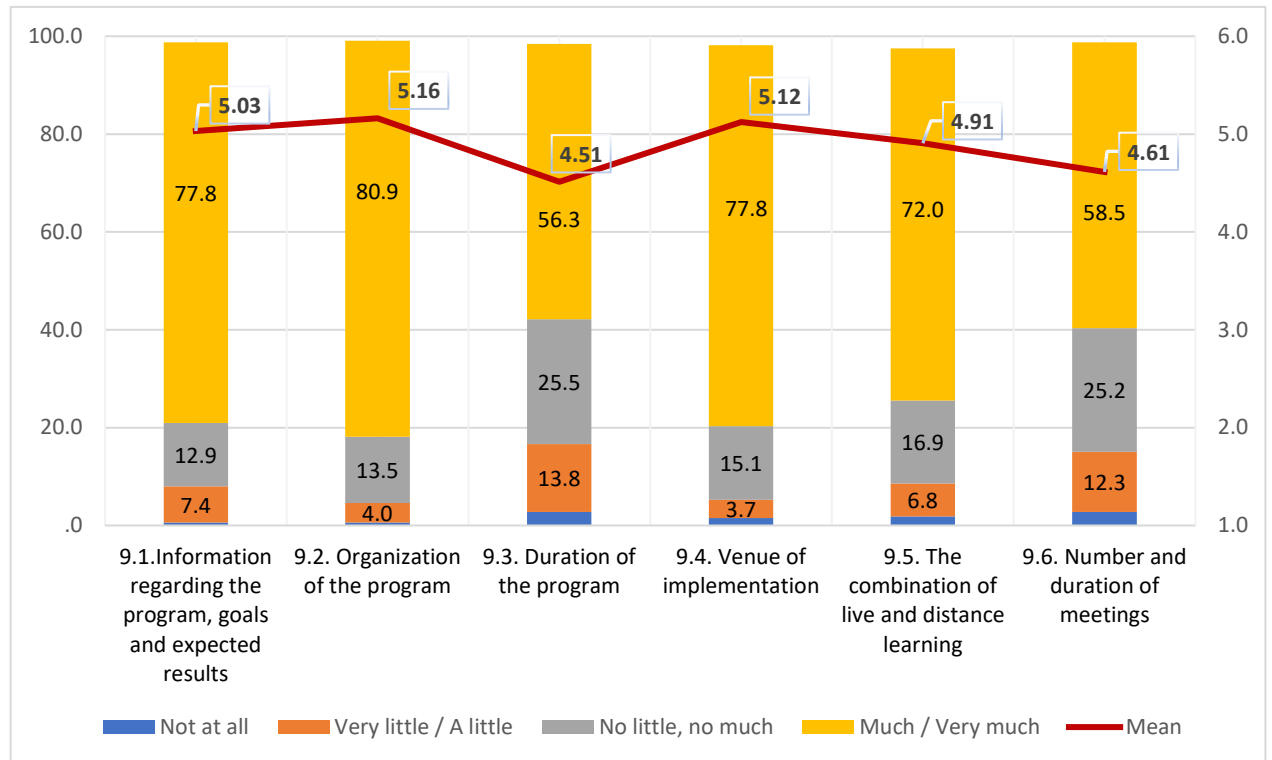
Figure 6: Satisfaction regarding the program

More specific results from the responses of participants depending on the city of training implementation are shown in Table 20. The programs in Athens and Ioannina received the highest ratings in all aspects discussed, while it is worth to mention that ratings under 4 are almost absent (see Table 27)..

Table 27: Satisfaction regarding the program (responses per city)

		9.1.Information regarding the program, goals and expected results	9.2. Organization of the program	9.3. Duration of the program	9.4. Venue of implemen-tation	9.5. The combination of live and distance learning	9.6. Number and duration of meetings
Athens	Mean	**5,35**	**5,48**	**4,80**	**5,58**	**5,17**	**4,87**
	Std. D.	0,68	0,60	1,00	0,61	1,11	1,02
Volos	Mean	**5,24**	**5,16**	**4,52**	**4,88**	**5,12**	**4,64**
	Std. D.	0,83	0,94	1,23	1,42	1,36	1,44

Heraklion	Mean	**4,50**	**4,67**	**4,17**	**4,00**	**4,17**	**3,50**
	Std. D.	1,05	1,03	0,75	1,79	0,98	0,55
Thessaloniki	Mean	**4,75**	**5,08**	**4,70**	**4,91**	**4,50**	**4,50**
	Std. D.	1,20	0,96	1,02	0,99	1,26	1,31
Ioannina	Mean	**5,35**	**5,50**	**4,80**	**5,21**	**5,40**	**4,85**
	Std. D.	0,67	0,61	0,95	1,18	0,88	1,09
Kavala	Mean	**4,44**	**4,67**	**3,67**	**4,72**	**4,44**	**4,61**
	Std. D.	1,69	1,19	1,53	1,27	1,34	1,33
Larisa	Mean	**4,93**	**5,00**	**4,00**	**4,93**	**4,57**	**4,50**
	Std. D.	0,73	0,68	1,30	0,73	1,45	1,16
Patras	Mean	**4,21**	**4,21**	**3,54**	**4,50**	**4,36**	**3,36**
	Std. D.	1,12	0,97	1,39	0,85	0,93	1,45
Tripoli	Mean	**4,93**	**4,79**	**4,71**	**4,93**	**5,29**	**4,86**
	Std. D.	1,14	0,89	1,33	0,83	0,73	0,86
Chania	Mean	**4,56**	**4,44**	**3,19**	**4,25**	**4,63**	**4,06**
	Std. D.	1,59	1,41	1,47	1,73	1,59	1,73
Total	Mean	5,03	5,16	4,51	5,12	4,90	4,61
	N	321	321	319	319	320	320
	Std. D.	1,04	0,91	1,20	1,06	1,22	1,24

When recipients of the questionnaires were asked to assess the program in terms of the training - learning aspects, again positive responses are very high. Encouragement of participation, teamwork and dialogue and comfort to express questions, experiences, opinions and disagreements are rated with 5,46 and 5,45 in a 6-scale rating. In any case, all items are scored with 4,83/6 and above (Figure 7). More specific results from the responses of participants depending on the city of training implementation are shown in Table 29.

Table 28: Assessment of learning aspects of the program

	Not at all		Very little / A little		No little, no much		Much / Very much		NA/ MS
	N	%	N	%	N	%	N	%	N
10.1. The educational material of the program	2	0,6	10	3,1	34	10,5	273	84,0	6
10.2. Trainers offered encouragement and support	2	0,6	7	2,2	21	6,5	289	88,9	6
10.3. The adequacy of the trainers	1	0,3	6	1,8	19	5,8	293	90,2	6
10.4. I felt comfortable to express my questions, experiences, opinions and disagreements	2	0,6	8	2,5	16	4,9	294	90,5	5
10.5. There was encouragement of participation, teamwork and dialogue	1	0,3	8	2,5	14	4,3	296	91,1	6

10.6. There was a sufficient link between education and the needs and experiences of the participants	4	1,2	19	5,8	50	15,4	247	76,0	5
10.7. The program fulfilled my training needs	5	1,5	25	7,7	60	18,5	230	70,8	5
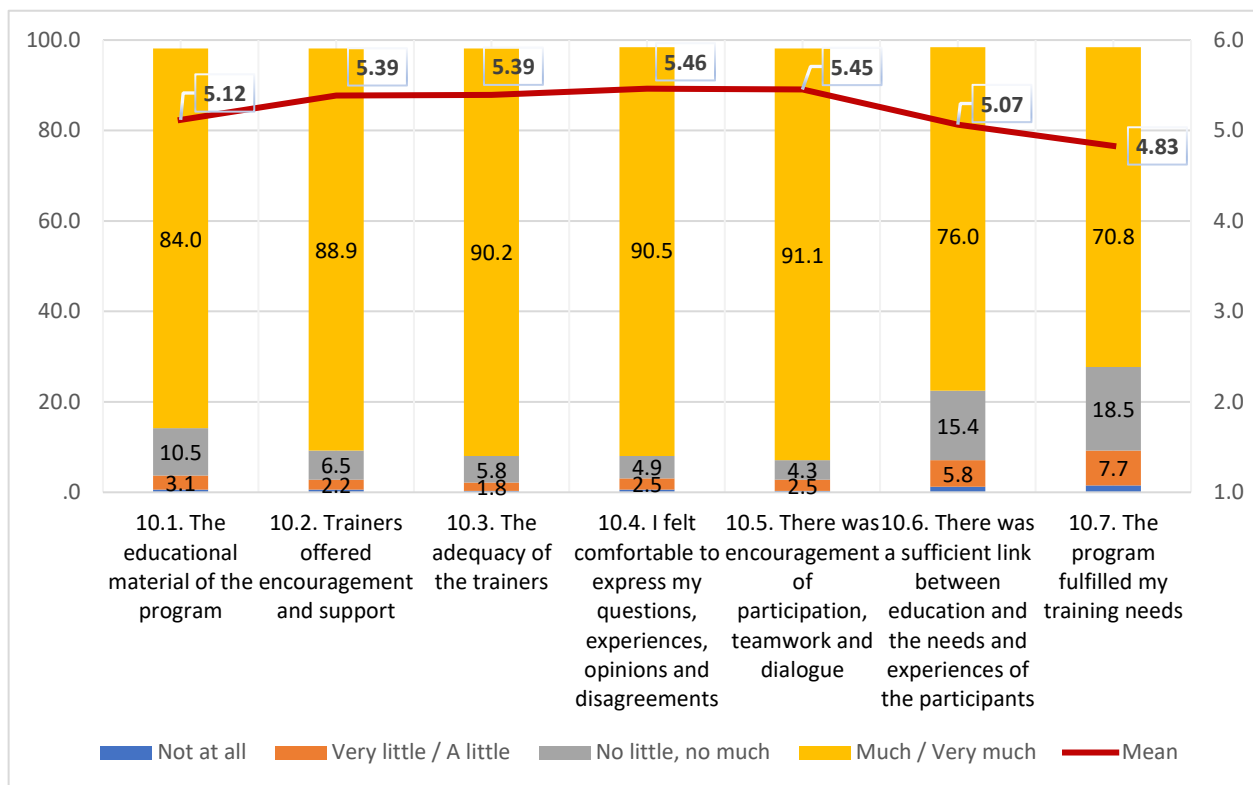
Figure 7: Assessment of the educational material of the program

Table 29: Assessment of learning aspects of the program (responses per city)

		10.1. The educational material of the program	10.2. Trainers offered encouragement and support	10.3. The adequacy of the trainers	10.4. I felt comfortable to express my questions, experiences, opinions and disagreements	10.5. There was encouragement of participation, teamwork and dialogue	10.6. There was a sufficient link between education and the needs and experiences of the participants	10.7. The program fulfilled my training needs
Athens	Mean	**5,22**	**5,58**	**5,56**	**5,60**	**5,62**	**5,39**	**5,16**
	Std. D.	0,97	0,89	0,78	0,80	0,75	0,88	0,89
Volos	Mean	**5,20**	**5,28**	**5,54**	**5,52**	**5,32**	**5,08**	**4,84**
	Std. D.	1,29	1,49	0,88	1,26	1,65	1,58	1,49
Heraklion	Mean	**5,50**	**5,17**	**4,83**	**5,17**	**5,17**	**4,00**	**4,33**
	Std. D.	0,84	0,41	0,75	0,41	0,41	1,10	0,52

Thessaloniki	Mean	**5,02**	**5,33**	**5,47**	**5,42**	**5,38**	**4,97**	**4,73**
	Std. D.	1,00	0,78	0,67	0,83	0,79	1,07	1,17
Ioannina	Mean	**5,40**	**5,70**	**5,55**	**5,75**	**5,65**	**5,70**	**5,25**
	Std. D.	0,60	0,47	0,51	0,55	0,59	0,57	0,64
Kavala	Mean	**4,94**	**5,06**	**4,83**	**5,39**	**5,44**	**4,33**	**4,06**
	Std. D.	1,11	1,16	1,47	0,78	0,70	1,37	1,43
Larisa	Mean	**5,07**	**5,00**	**5,00**	**5,43**	**5,36**	**5,00**	**4,64**
	Std. D.	0,73	0,78	0,88	0,51	0,84	0,88	1,01
Patras	Mean	**4,64**	**4,79**	**4,93**	**4,62**	**5,07**	**3,71**	**3,79**
	Std. D.	0,84	0,97	0,83	1,33	0,92	1,20	1,12
Tripoli	Mean	**5,00**	**5,36**	**5,14**	**5,07**	**5,14**	**4,79**	**4,57**
	Std. D.	1,04	1,01	1,03	1,38	1,23	1,25	1,60
Chania	Mean	**4,81**	**5,13**	**5,06**	**5,38**	**5,19**	**4,69**	**4,31**
	Std. D.	1,17	1,26	1,18	1,26	1,38	1,49	1,25
Total	Mean	**5,12**	**5,38**	**5,39**	**5,46**	**5,45**	**5,07**	**4,83**
	N	321	321	320	321	321	321	322
	Std. D.	0,99	0,96	0,87	0,92	0,92	1,16	1,15

The platform of the program was designed in a way to provide trainees with additional opportunities for learning and interaction among them. All aspects related to the platform received a 47,7%-79,1% positive views (much / very much), with the user-friendliness and compatibility with participants' knowledge and skills item being referred by almost 4 out of 5 people (79,1%, see Table 30). Specific results from the responses of participants depending on the age and the specialty of participants are shown in Table 31 and 32. With regards to the issues of technical support in the platform and the process of distance learning, people in the upper age limit (55-65) seem to face more difficulties. Technical support and the degree of my involvement and interaction with the team through the platform got less points than any other aspect examined, no matter of age or specialty of participants.

Table 30: Assessment of the platform

	Not at all		Very little / A little		No little, no much		Much / Very much		NA/ MS
	N	%	N	%	N	%	N	%	N
11.1. The activities and materials of the platform contributed to the completeness of my education	1	0,3	14	4,3	54	16,6	248	76,3	8
11.2. Through the platform the degree of my involvement and interaction with the team increased	15	4,6	47	14,5	99	30,5	155	47,7	9

11.3. The online platform was user-friendly and compatible with my knowledge and skills	5	1,5	10	3,1	44	13,5	257	79,1	9
11.4. There was technical support for the platform	7	2,2	24	7,4	41	12,6	209	64,3	9
11.5.The process of distance learning as easy for me	8	2,5	32	9,8	38	11,7	238	73,2	10

Table 31: Assessment of the platform / age

		11.1. The activities and materials of the platform contributed to the completeness of my education	11.2. Through the platform the degree of my involvement and interaction with the team increased	11.3. The online platform was user-friendly and compatible with my knowledge and skills	11.4. There was technical support for the platform	11.5.The process of distance learning as easy for me
23-35 years	Mean	4,80	4,28	5,14	4,38	5,09
	N	76	76	76	76	76
	Std. D.	1,05	1,38	1,03	1,82	1,05
36-45 years	Mean	5,13	4,35	5,15	4,49	5,00
	N	86	86	86	86	86
	Std. D.	0,98	1,36	1,08	1,94	1,33
46-55 years	Mean	4,98	4,18	4,95	4,29	4,89
	N	140	141	141	141	141
	Std. D.	1,04	1,46	1,20	2,00	1,46
56 -65 years	Mean	4,75	4,35	4,10	3,15	3,90
	N	20	20	20	20	20
	Std. D.	1,62	1,87	2,07	2,46	2,15
Total	Mean	4,96	4,26	5,00	4,29	4,91
	N	322	323	323	323	323
	Std. D.	1,07	1,44	1,22	1,99	1,41

Table 32: Assessment of the platform / specialty

		11.1. The activities and materials of the platform contributed to the completeness of my education	11.2. Through the platform the degree of my involvement and interaction with the team increased	11.3. The online platform was user-friendly and compatible with my knowledge and skills	11.4. There was technical support for the platform	11.5.The process of distance learning as easy for me
Philologist	Mean	4,75	4,03	4,82	4,14	4,63
	N	76	76	76	76	76
	Std. D.	1,34	1,67	1,45	2,20	1,65
Natural sciences	Mean	5,33	5,06	5,06	3,78	5,00

and mathematics	N	18	18	18	18	18
	Std. D.	0,84	0,87	1,51	2,37	1,64
Technological specialties	Mean	4,74	4,05	5,00	4,26	4,53
	N	19	19	19	19	19
	Std. D.	1,24	1,43	1,29	1,88	1,39
Foreign languages	Mean	5,14	3,83	4,86	4,38	4,66
	N	29	29	29	29	29
	Std. D.	0,74	1,34	1,16	1,70	1,45
Kindergarten	Mean	4,58	3,88	4,92	4,63	4,79
	N	24	24	24	24	24
	Std. D.	1,21	1,39	1,25	1,81	1,59
Teacher	Mean	5,07	4,60	5,22	4,46	5,23
	N	121	121	121	121	121
	Std. D.	0,89	1,16	0,84	1,88	0,94
Other	Mean	5,23	4,10	4,84	4,26	4,68
	N	31	31	31	31	31
	Std. D.	0,92	1,70	1,53	2,02	1,87
Total	Mean	4,97	4,28	5,01	4,32	4,89
	N	318	318	318	318	318
	Std. D.	1,06	1,42	1,21	1,98	1,42

The following chart confirms findings from the qualitative part and reveals once more that the program is quite participatory. In particular, less than 5% of people asked to respond to the questionnaire stated that time allocated to participatory activities was less than 20% of the total available time (see Figure 8).
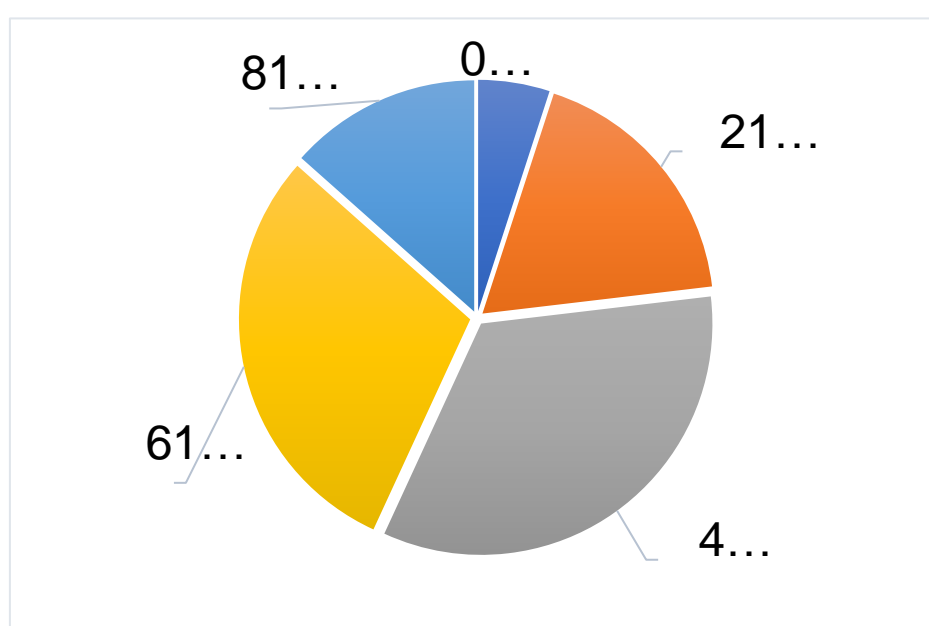
Figure 8: Time devoted to participatory / experiential activities

Table 33: Assessment of the program in general

	Not at all		Very little / A little		No little, no much		Much / Very much		NA/ MS
	N	%	N	%	N	%	N	%	N
13.1.The program has changed my attitude towards value education for refugees	22	6,8	49	15,1	54	16,6	193	59,4	7
13.2.The program gave me important knowledge over the characteristics of the refugees I will meet in my class	4	1,2	29	8,9	44	13,5	246	75,7	2
13.3. I am more acquainted with the context that supports the introduction of refugees into education (legislation, organizations)	8	2,5	31	9,5	71	21,8	208	64,0	7
13.4. I've got ideas on how to make more creative the stay of these students in the mixed class	2	0,6	15	4,6	39	12,0	264	81,2	5
13.5.I have been sensitized on alternative techniques in language learning	3	0,9	14	4,3	48	14,8	253	77,8	7
13.6.I have been sensitized on the approach of other objects through the language	4	1,2	22	6,8	61	18,8	231	71,1	7
13.7. I have a positive attitude towards training in general	2	0,6	13	4,0	43	13,2	261	80,3	6

The program, in general terms, received very high ratings. According to participants' responses almost four out of five people of those completing the questionnaire stated that they have got ideas on how to make more creative the stay of these students in the mixed class (81,2%), have been sensitized on alternative techniques in language learning (77,8%) and have a positive attitude towards training in general (80,3%), as it is presented in the tables 33 and 34.

Table 34: Assessment of the program in general / occupational status

	13.1.The program has changed my attitude towards value education for refugees	13.2.The program gave me important knowledge over the characteristics of the refugees I will meet in my class	13.3. I am more acquainted with the context that supports the introduction of refugees into education (legislation, organizations)	13.4. I've got ideas on how to make more creative the stay of these students in the mixed class	13.5.I have been sensitized on alternative techniques in language learning	13.6.I have been sensitized on the approach of other objects through the language	13.7. I have a positive attitude towards training in general

Other	Mean	4,44	5,22	4,88	5,33	5,11	5,22	5,22
	Std. D.	1,33	0,67	0,99	0,71	0,78	0,67	0,83
Teacher in Morning Mainstream Classes without refugee students	Mean	4,28	4,76	4,40	4,77	4,90	4,75	5,08
	Std. D.	1,50	1,11	1,24	1,20	1,02	1,08	1,14
Teacher in Morning Mainstream Classes with refugee students	Mean	4,46	5,05	4,81	5,26	5,24	5,02	5,36
	Std. D.	1,61	1,01	1,18	0,80	0,85	1,02	0,96
Teacher in Reception Facilities for Refugee Education (DYEP)	Mean	4,19	4,85	4,50	4,73	4,42	4,46	5,15
	Std. D.	1,50	1,22	1,39	1,12	1,77	1,68	0,67
Teacher in Reception Classes with refugee students (ΤΥ ΖΕΠ)	Mean	4,69	5,13	5,04	5,04	5,13	4,96	5,17
	Std. D.	1,37	0,84	0,82	1,03	1,16	0,92	1,13
Teacher in Structures of Non-Formal Education for Refugees	Mean	4,89	4,89	4,44	5,00	4,89	4,56	4,89
	Std. D.	1,62	1,27	1,81	1,94	1,90	2,13	1,90
Teacher in Intercultural School	Mean	3,71	5,14	4,00	5,29	5,43	4,43	5,57
	Std. D.	1,89	0,90	1,15	0,76	0,79	2,15	0,79
Principal in School with refugee students	Mean	4,42	4,84	4,95	5,16	5,00	4,79	4,95
	Std. D.	1,26	1,17	1,08	0,76	0,91	1,08	1,35
Teacher in Second Chance School with refugee adults	Mean	4,43	4,86	4,43	5,43	5,43	4,86	5,00
	Std. D.	1,51	1,21	1,27	0,53	0,53	1,35	0,82
SEE (Educational Project Coordinator)	Mean	3,78	4,67	4,44	4,83	4,72	4,72	4,83
	Std. D.	1,70	1,46	1,38	1,42	1,53	1,53	1,65
SEP (Coordinator for Refugee Education)	Mean	3,75	4,10	3,95	4,85	4,70	4,70	4,80
	Std. D.	1,77	1,65	1,76	1,35	1,42	1,38	1,32
Total	Mean	4,35	4,89	4,63	5,02	5,00	4,83	5,15
	N	322	323	321	323	322	322	323
	Std. D.	1,54	1,13	1,25	1,08	1,16	1,21	1,13
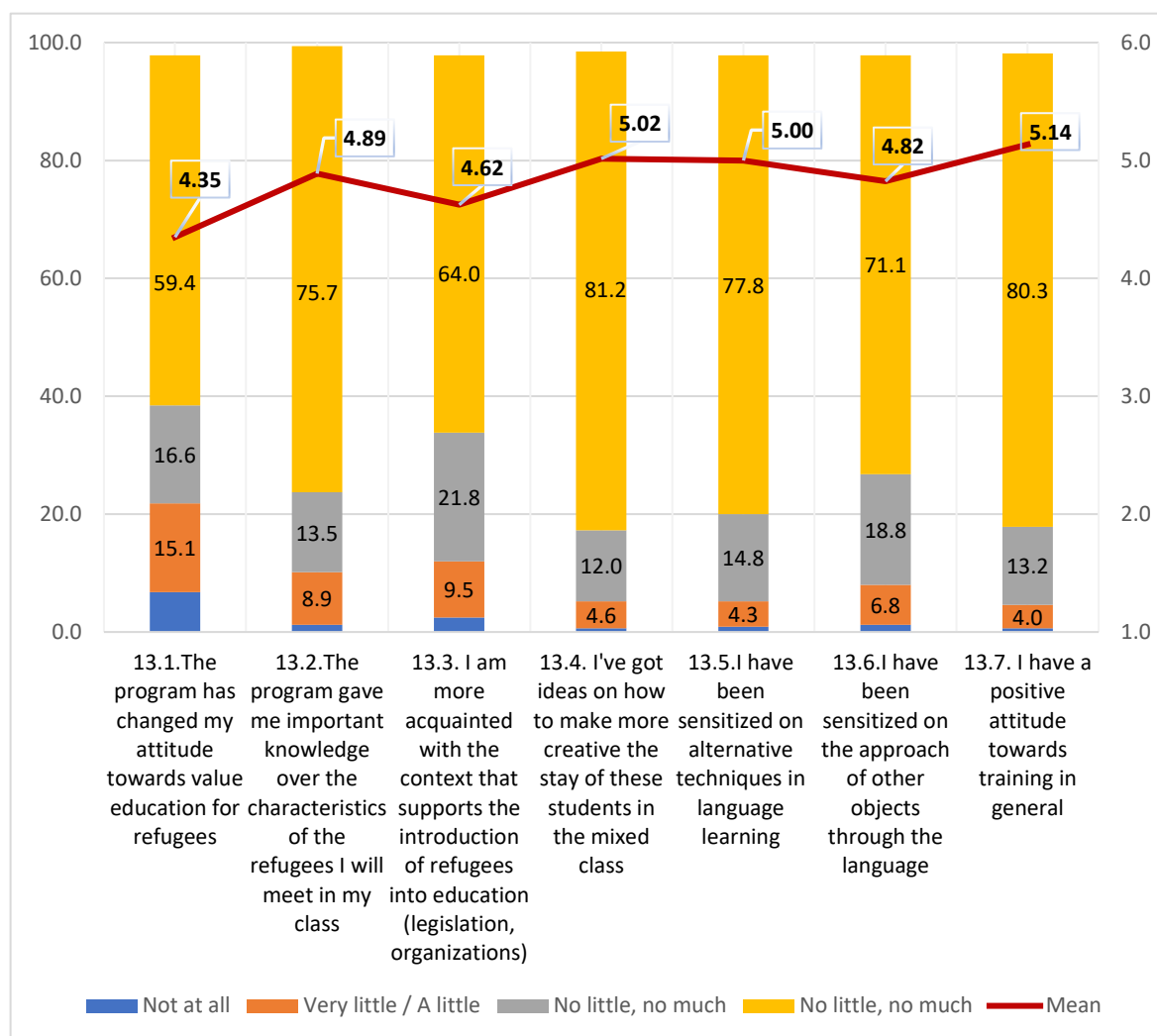
Figure 9: Assessment of the program in general
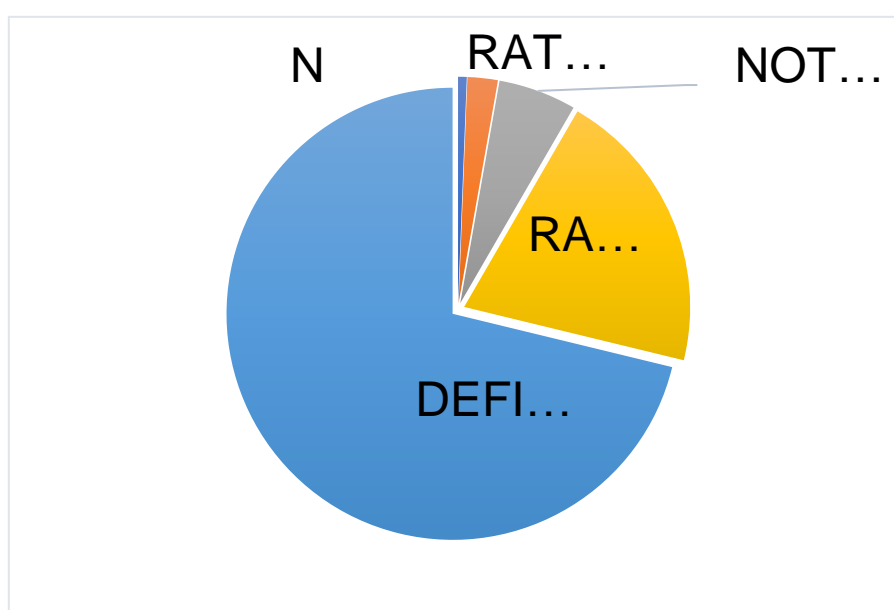
Figure 10: Recommendation of the program

The extent to which participants in the program are satisfied is also confirmed with their responses to the question whether they would recommend it to others. Almost 71% of people completed the questionnaire are absolutely sure (definitively yes) they will recommend the program to other colleagues, while the positive views are increased to 91,2% with the responses of those who feel that they probably recommend the program (rather yes) (see Figure 10).

Table 35: Expectations before the program / extent of fulfillment

	N	%	Mean (fulfillment)	Std. D.
A. Be more competent as teacher in:				
15.2 Classroom management classes with refugee and mixed class students	244	75,1	4,76	1,21
15.4 Using different educational techniques with refugee students	242	74,5	4,81	1,26
15.3 The teaching of Greek as a second language	190	58,5	4,70	1,43
15.5 Using these techniques also in conventional classes	157	48,3	4,59	1,47
15.1 Refugee education in different educational contexts	154	47,4	4,62	1,41
15.6 Affect colleagues for accepting refugee students	104	32,0	4,22	1,70
B. The program has:				
15.11. Emphasis on Differentiated Teaching	249	76,6	4,88	1,26
15.12 Emphasis on issues of intercultural education	214	65,8	4,94	1,27
15.7. Emphasis on practical issues and on everyday educational practices	211	64,9	4,60	1,27
15.8. Presentation of case studies and good practices	159	48,9	4,51	1,38
15.9. Face-to-face meetings based on participatory and experiential approaches	119	36,6	4,34	1,60
15.10. Emphasis on the rights of children and the living conditions of refugee children	117	36,0	4,60	1,42

Finally, analyzing data related to the expectations of participants before the program and the extent to which these expectations were met during the implementation of the program, is indicative of the general positive view of participants and the impact the program had on their attitudes. Table 35 and Figure 11 provide data that reveal a positive relation between these two aspects. More particularly, *Classroom management classes with refugee and mixed class students* (75,1%), Using different educational techniques with

refugee students (74,5%) and *Emphasis on Differentiated Teaching* (76,6%) were at the top of expectations according to participants' responses. In addition, these expectations seem to have been met at a great extent (4,76/6 for c*lassroom management classes with refugee and mixed class students,* 4,88/6 for e*mphasis on Differentiated Teaching* and 4,81 for the use of *different educational techniques with refugee students).*
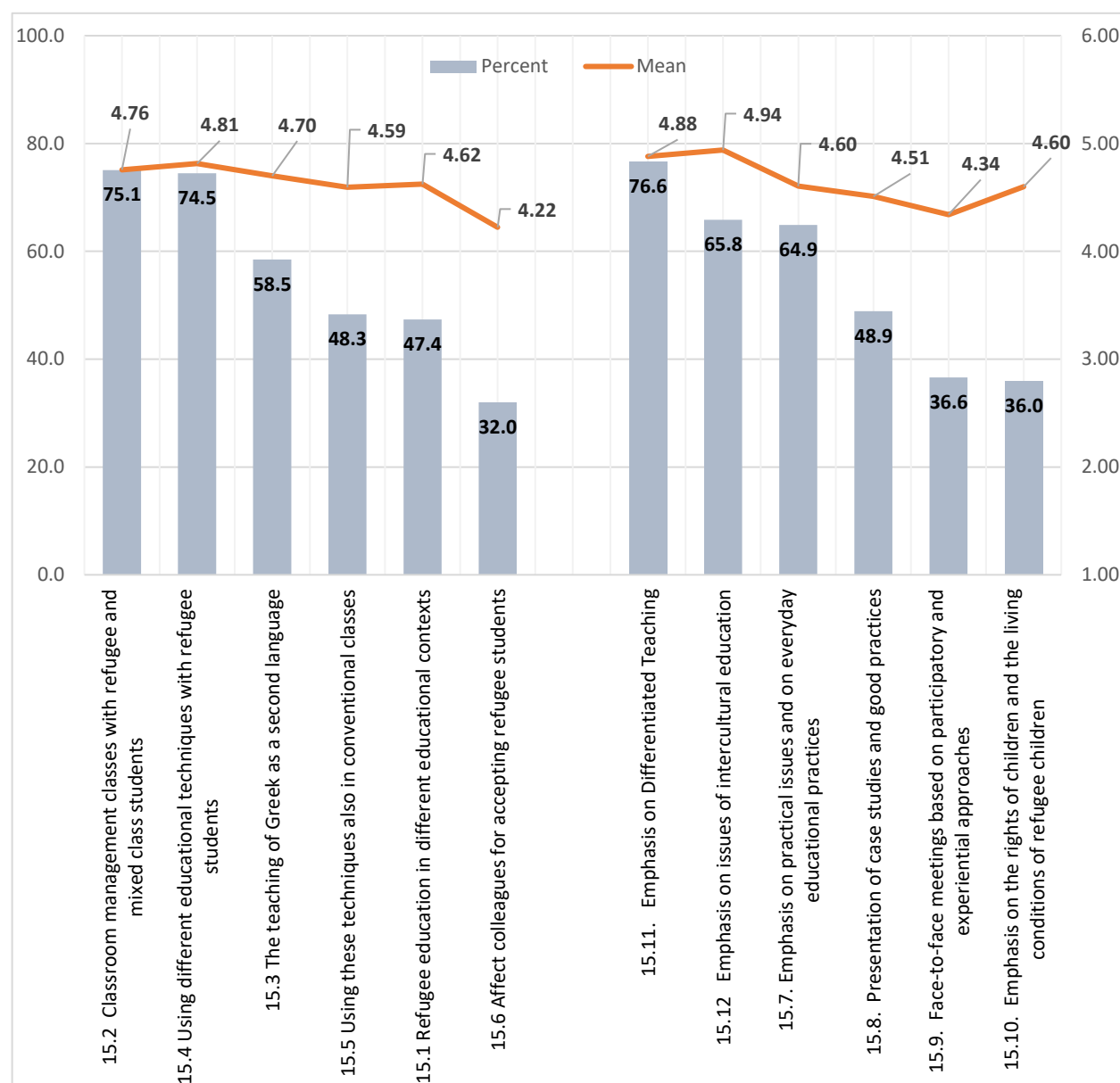
Figure 11: Expectations before the program / extent of fulfillment

5.2. Trainers

As already explained, all data presented in this section have been collected through the final questionnaires addressed to all the trainers of the Program, which according to the lists provided by IGs are 72. The questionnaire was sent on February 12 with the request to be completed by February 19, while three reminders were sent (14th, 16th and 17th of February). Finally, 56 trainers responded (47 women and 9 men), raising the completion ratio up to 77,8%. As we can observe from Figure 1, the vast majority of respondents come from Athens, while the distribution of the respondents is presented in Figure 2. Almost all trainers have taught in face to face meetings (89,3%), 32,1% have taught in asynchronous meetings and 8,9% in synchronous meetings (trainers could select more than one answer).
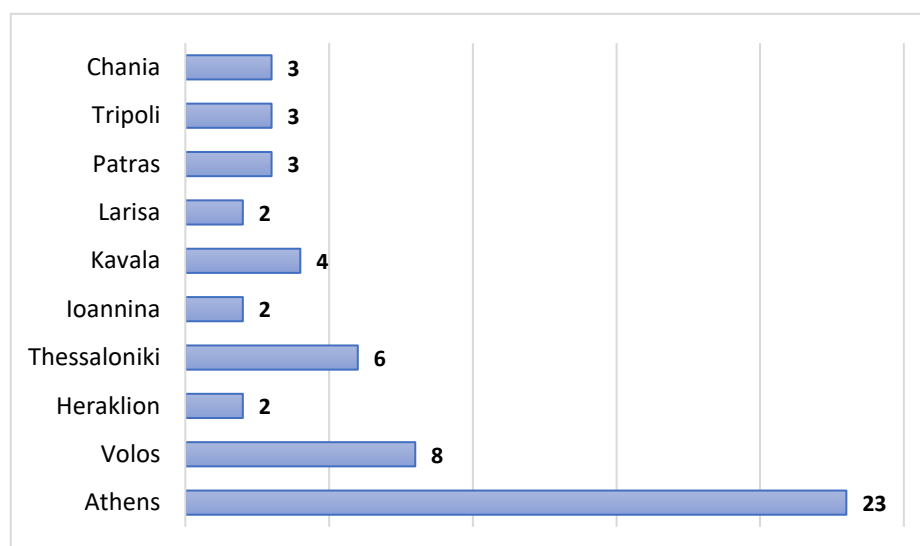
Figure 12: City of seminar implementation
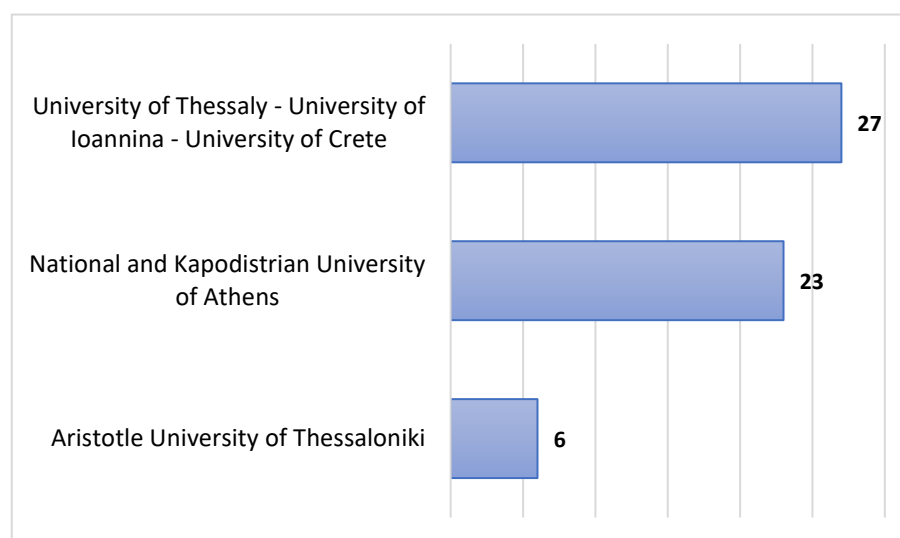
Figure 13: Distribution of trainers per IG

The age distribution of trainers responded to the questionnaire is shown in Figure 15; more than half of them (57,2%) are belonging to the age range 36-45 years, while the other is almost equally distributed to age ranges 23-35 years and 56-65 years.
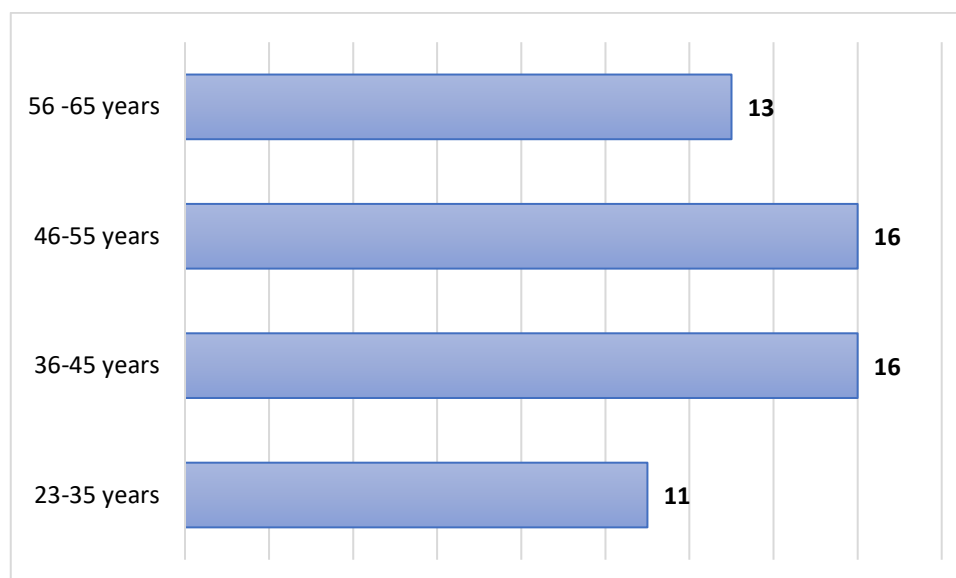
Figure 14: Age distribution of trainers

Almost all trainers have a significantly high level in terms of formal education qualifications. Six out of ten hold a PhD (Figure 16), most of them holding a Master's degree as well, while just 7,1% of them hold a higher education degree. Further analysis of the trainers' answers shows that 11 of them hold a postgraduate diploma in Intercultural Education, 16 in Teaching Greek as a Second Language and 1 in Adult Education. Of those holding a PhD, 9 of them are specialized in Intercultural Education, 8 in Teaching Greek as a Second Language, 1 in Adult Education. So, one can conclude that the trainers were selected very carefully, not only in terms of formal qualifications but also in terms of proximity to the main subjects of the Program.
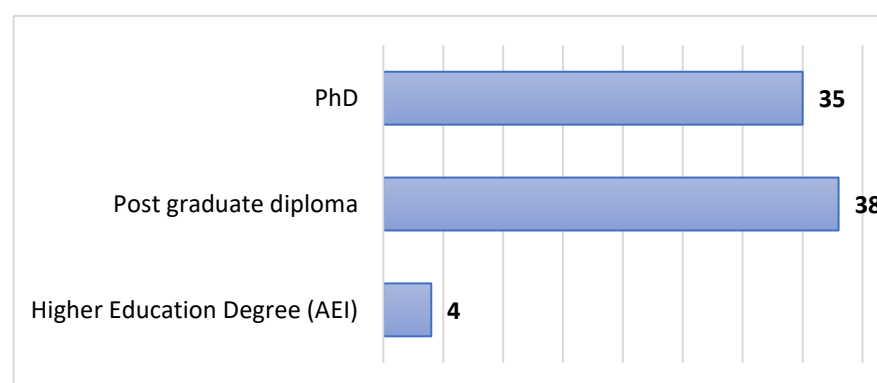
Figure 15: Trainers' degree of education

More than half of the trainers come from universities, followed by the trainers coming from secondary education (Table 36). Those declaring "other" than the preset categories of the questionnaire, come mainly from private sector schools or institutions (primary, secondary, non-formal education, continuing education, e.t.c.)

Table 36: Trainers' Occupational status

	N	%
Other	10	17,9
Pre-school education	1	1,8
Primary Education	2	3,6
Secondary Education	8	14,3
Higher Education	31	55,4
Private Sector, not in the field of education	3	5,4
NA/MS	1	1,8
Total	56	100,0

More than 50% of the trainers declare more than 16 years of experience in Education as well as in training, while a limited number of trainers declare no experience. Choosing the fields of their training experience, more than 50% declare intercultural education, adult education and teachers' training.

Table 37: Trainers' Years of service in Education

	N	%
2 - 5 years	11	19,6
6 - 10 years	6	10,7
10-15 years	7	12,5
16+ years	30	53,6
No experience in education	2	3,6
Total	56	100,0

Table 38: Years of experience as a trainer

	N	%
0-1 years	5	8,9
2-5 years	15	26,8
6-10years	6	10,7
11-15 years	10	17,9
16+ years	16	28,6
No previous experience	4	7,1
Total	56	100,0

Table 39: Fields of teaching experience

	N	%
Adult Education	31	55,4
Intercultural Education	31	55,4
Teachers' Training	33	58,9
No previous experience	2	3,6
Other	5	8,9
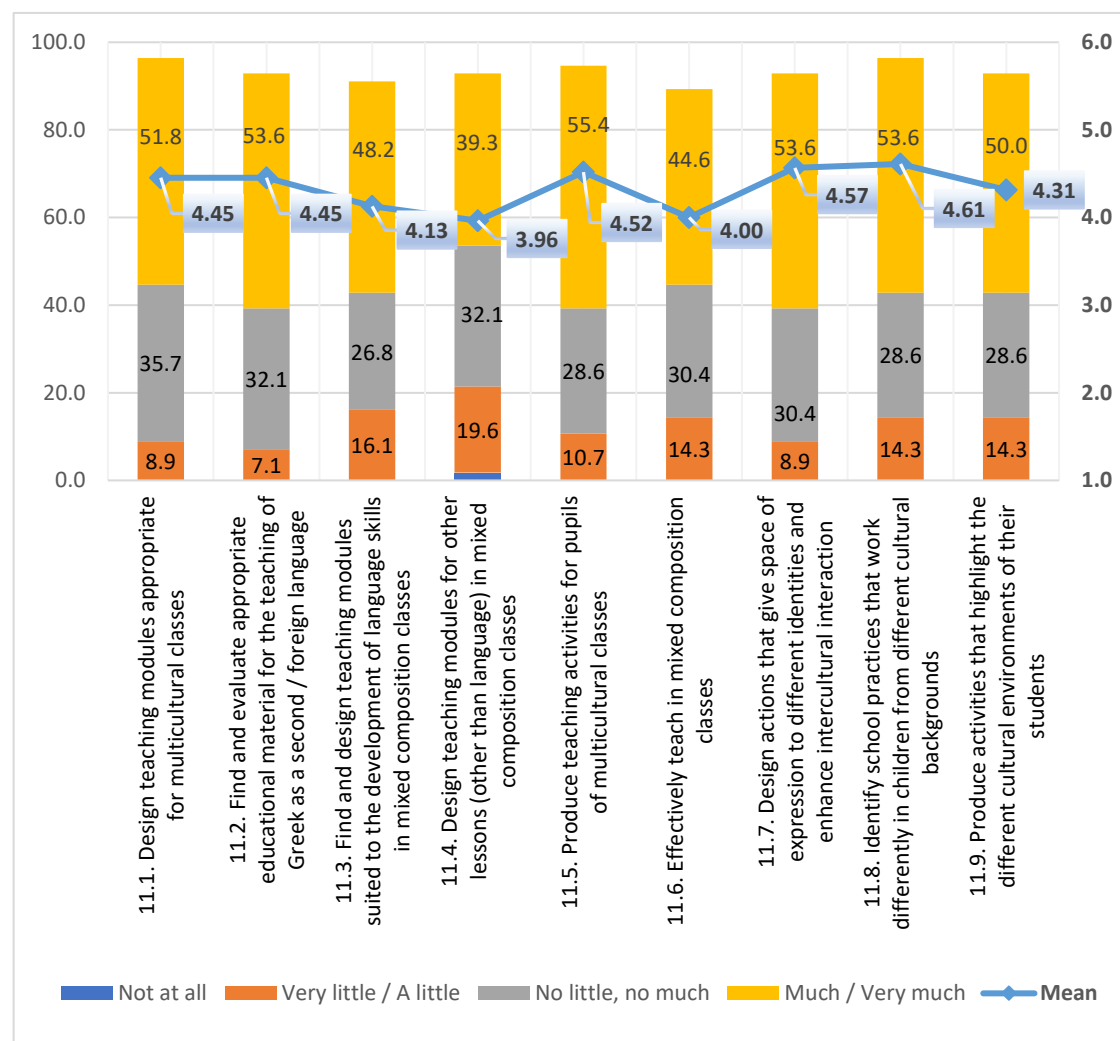
Figure 16: Competence of the majority of trainees according to trainers' opinions

According to the trainers, the trainees' competence after the Program attendance is significantly high (Figure 17), with means varying for the various areas/subjects from about 4 to 4,6. As deriving for the data presented in Figure 5, trainers have the opinion that the majority of the Program trainees are:

- Remarkably competent in many areas of everyday teaching practice in refugee education settings, namely: design teaching modules, find and evaluate educational

material, produce teaching activities, design activities that enhance intercultural interaction, working with children from different backgrounds.

- Less competent in some areas, namely: design modules for subjects other than language and teaching in mixed classes.

The opinions of trainers about a possible change of trainees' attitudes towards some specific areas of refugee children education are presented in Table 40. As in the previous question, the trainers seem to believe that in almost all areas the attitudes of the majority of their trainees changed at a significant level (answers in "much" and "very much" are nearly 80%), while the means are remarkably high. According to the trainers, in just one area, that of the involvement of refugee families in their children education, there were not a significant change.

Table 40: Change of trainees' attitudes towards the value of various aspects

	Not at all		Very little / A little		No little, no much		Much / Very much		NA/MS	Mean*
	N	%	N	%	N	%	N	%	N	
Multicultural-multilingual classes	0	0,0	1	1,8	9	16,1	43	76,8	3	4,87
Education of refugee pupils	0	0,0	0	0,0	8	14,3	45	80,4	3	5,24
The involvement of refugee families in education	0	0,0	6	10,7	16	28,6	25	44,6	9	3,98
Meeting the educational needs of refugee pupils	0	0,0	1	1,8	7	12,5	45	80,4	3	5,20
The emergence and acceptance of differences and similarities among mixed class students	0	0,0	2	3,6	5	8,9	46	82,1	3	5,05
Diversified teaching in classes without student refugees	0	0,0	2	3,6	10	17,9	35	62,5	9	4,29
Training in general	0	0,0	2	3,6	7	12,5	44	78,6	3	5,11

In Table 41 we present the trainers opinions about the various aspects of Program design and organization, where in Figures 18 and 19 we present the same data just for a better exposition.

Table 41: Trainers opinions for the Program design and organization

	Not at all		Very little / A little		No little, no much		Much / Very much		NA/MS	Mean
	N	%	N	%	N	%	N	%	N	
Educational material	0	0,0	0	0,0	1	1,8	55	98,2	0	5,73

was sufficient for the module										
Educational material was understandable by learners	0	0,0	0	0,0	2	3,6	54	96,4	0	5,54
Educational material will be used by trainees in practice	0	0,0	1	1,8	8	14,3	43	76,8	4	4,82
The activities of the module were understood by the trainees	0	0,0	0	0,0	3	5,4	53	94,6	0	5,61
The activities of the module will be used by trainees in practice	0	0,0	0	0,0	6	10,7	47	83,9	3	5,13
There was interest of the learners for the module you taught	0	0,0	0	0,0	1	1,8	55	98,2	0	5,75
There was active participation of trainees	0	0,0	0	0,0	2	3,6	53	94,6	1	5,54
There was a climate of collaboration and interaction with the group	0	0,0	0	0,0	3	5,4	52	92,9	1	5,54
There was a response from trainees to activities and work of the module	0	0,0	0	0,0	7	12,5	46	82,1	3	5,16
Trainees' needs were covered in this module	0	0,0	1	1,8	7	12,5	44	78,6	4	4,89
There was technical support for the platform	0	0,0	2	3,6	8	14,3	38	67,9	8	4,65
There was a proper platform design and adequacy	0	0,0	1	1,8	10	17,9	39	69,6	6	4,81
There was enough time for teaching and understanding the module	0	0,0	3	5,4	22	39,3	27	48,2	4	4,47
The training venues were appropriate	0	0,0	0	0,0	9	16,1	46	82,1	1	5,39
There has been cooperation with the implementing body	0	0,0	0	0,0	3	5,4	50	89,3	3	5,42

As one can observe in Table 41, there is no element of Program design and implementation that is significantly inferior according to the trainers expressed opinions. More specifically:

- Most of the design and implementation aspects are strong points of the Program, gathering positive opinions more than 90%. These aspects include, the adequacy of

education material, the suitability of activities towards the level of trainees, the participation and the interest shown by the trainees.

- Almost two out of three trainers have positive opinions towards the Platform design and technical support.

- One weak point was detected, that of time pressure, in other words trainers think that they did not have enough time to teach the content in a comfortable way.
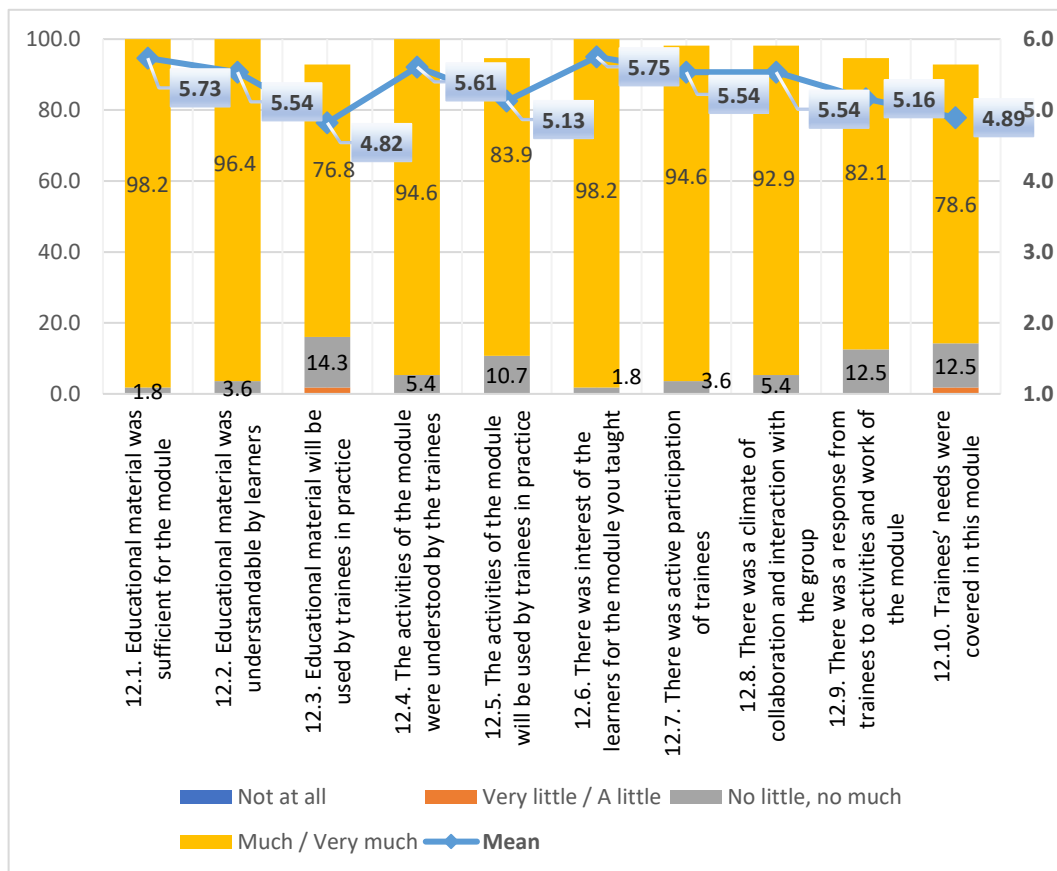
Figure 17: Trainers opinions for the Program design and organization (a)
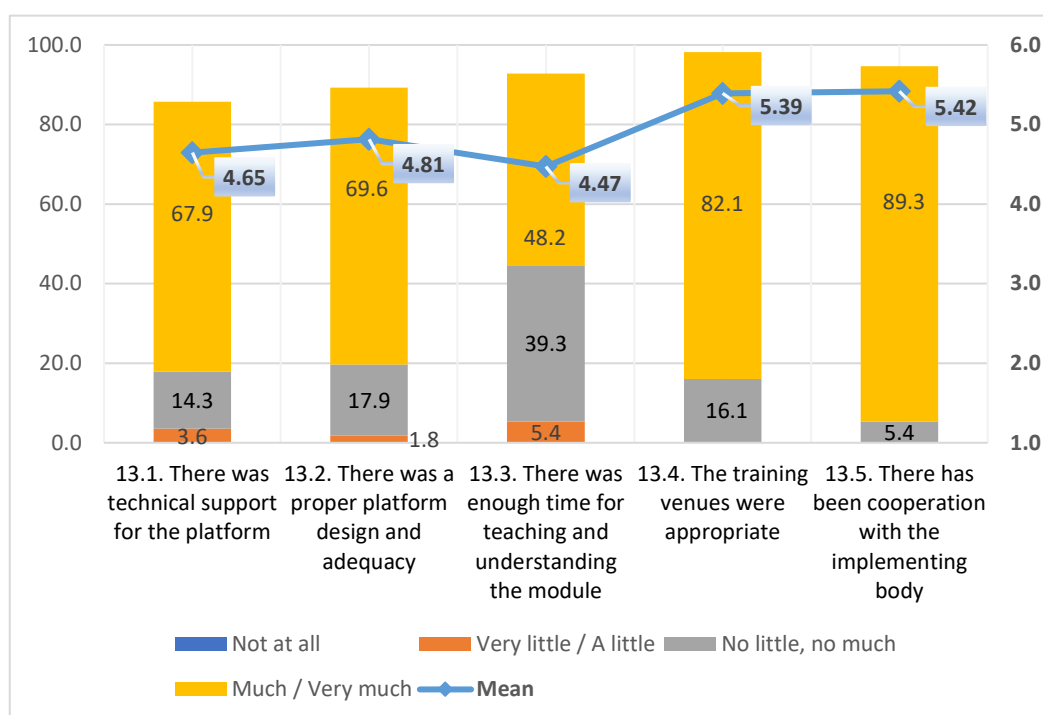
Figure 18: Trainers opinions for the Program design and organization (b)

Another crucial element of the Program was that of the active participation of trainees in face to face meetings. To record the trainer's opinions for that issue we asked them to report on what piece of time was devoted to participatory activities. About 60% of the trainers (grey and yellow colours in the Figure 20 pie chart) believe that the proportion of time devoted to participatory activities in face to face meetings was between 40-80% of the total time. We should point out here, that the subjective estimation of trainers is almost the same with that of trainees (see Figure 20), something that is rather rare in training assessment.
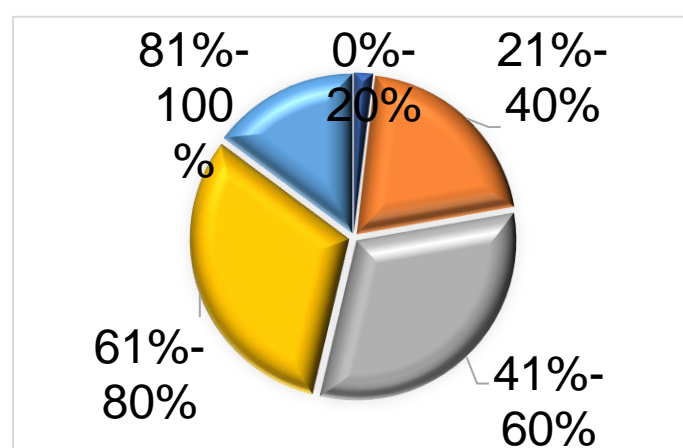
Figure 19: Time devoted to participatory activities in face to face meetings

For further clarification of the trainer's opinions in all the above issues, four open-ended questions were put into the trainer's questionnaire. Trainers were asked to indicate three positive elements of the Program, three negative points, three difficulties they faced and finally they were asked to provide three suggestions for the improvement of the Program in a future implementation. The results of the content analysis for these questions are presented in Tables 42-451. A *word cloud* is presented after each one of these tables. Word clouds were created using the *Wordle* software, but we should point out that the presentation in word clouds does not substitute the results of content analysis, is just a way for an illustration of those data.

Table 42: Most positive elements of the Program according to the trainers

Structure of the seminar-multiple views for refugee children education	28
Active participation and interest of trainees	28
Experiential activities – exploitation of trainees; experiences	24
Organizational issues (design and support by IGs)	20
Educational material	20
Cooperation between trainers	16
Combination of face to face meetings and online learning	7
Reflection	4
Trainees' empowerment	4
Political issues – emergence of refugee issues	2
Assessment procedure	1

Table 43: Most negative elements of the Program according to the trainers

Schedule, time pressure	38
Huge demands from trainees	11

High numbers of trainees per class	9
Technical issues - Platform	
	7

Figure 20: Word Cloud for the most positive elements of the Program

Figure 21: Word Cloud for the most negative elements of the Program

Table 44: Difficulties faced by the trainers

Time pressure	15
High number of trainees per class, heterogeneity of the group	11
Lack of a user manual for the Platform	7
Distrust from trainees, resistance in attitudes' change	7
Extension of deadlines	4
Ignorance of basic characteristics of adult learners	3
Trainees' dropout	3

Figure 22: Word Cloud for the difficulties faced by the trainers

Table 45: Suggestions of the trainers

Longer period of implementation	23
Enhancement of the Platform and use of forums	11
Repetition of the Program for those not selected	8
More time for the preparation of the trainers	6

Feedback	6
Lesser trainees per class	4
Motivation to trainees	4
More face to face meetings	4
Selection procedure	2
Better places for experiential activities	2
Information of all target groups and recipients	1

Figure 23: Word Cloud for the suggestions of the trainers

As we can observe, the findings of the open-ended questions are similar to those of the close type questions. The trainers of the Program expressed their satisfaction for the basic elements of design and implementation, except the schedule (too much content and activities in a very short period). They believe that their trainees had interest for the learning modules and participated actively in all face to face meetings as well as in online activities. Although they believe that the Program was too short and intensive, they are also convinced that their trainees are competent at a remarkable degree to act as teachers in refugee children education settings.

6. CONCLUSIONS

In this section we present the main conclusions of the Assessment procedure which are based on both the quantitative and qualitative part of the assessment, more specifically to interim and final questionnaires addressed to trainees, final questionnaires addressed to trainers, six focus groups, three observations and content analysis of data regarding the online environment. First of all, some of the conclusions are organized into subsections corresponding to the main assessment questions (see 3.1), while there are more comments and conclusions concerning some issues of the Program design, implementation and impact.

5.1. Assessment Questions

To what degree the participants feel satisfied with their participation in the Program and to what extent their expectations were fulfilled?

Based on all findings concerned with the degree of satisfaction and fulfillment of expectations one can definitely state that the vast majority of trainees declare high levels of fulfillment of their expectations. For the usefulness of the modules of the Program, positive opinions vary from 62,5% to 85,8%, while the negative opinions are between 3,6% to 15,8%. Most popular modules are the general issues of refugee and intercultural education, classroom management in multilingual environment, differentiated teaching and methodology of teaching Greek as a second language. Issues of design and implementation are gathering high percentages in positive opinions. The real strong point of the Program is the trainers; all questions regarding the adequacy of the trainers, the learning climate and the degree of active participation gather percentage greater than 90%.

The participants feel that the Program fulfilled their needs at a significantly high degree (mean 4,83/6), while those believing that the Program did not cover their needs at all are less than 1,5%. Also, in all issues regarding the contribution of the Program to the trainees' development of skills in the area of refugee children and intercultural education, more than 75% of the participants have positive opinions. Moreover, there is a very positive attitude among trainees after the completion of the program, which is revealed by the extremely

high 91,2% of positive responses (70,8% definitively yes, 20,3% rather yes) regarding possible recommendation of the program to others.

Organizational issues and information provided by the IGs gather positive opinions from eight out of ten participants, while those expressing disenchantment are no more than 8%. The weakest points of the Program, according to the questionnaires, are those of the total duration and the number and duration of the meetings; focus group and content analysis of open-ended questions show that the participants ask for more hours or a more extended period as well as more face to face meetings and practical activities in the field. Another weak point of the Program was that of the degree of interaction in the Platform (47,7% of trainees expressed positive opinions).

To what extent trainees feel competent to act as teachers in multilingual and multicultural environments and what extent the difficulties expressed by them, were reduced by the participation in the Program?

To elaborate on this issue, questions regarding the degree of readiness of trainees and the possible amelioration of their knowledge and skills for specific matters were put in both trainers and trainees questionnaires. To investigate for possible changes, we asked the trainees to define the grade of difficulties they faced before and after their participation in the Program. Those possible difficulties included the key issues of their teaching practice in refugee children education settings (i.e. selection of educational material, teaching Greek as a second language). The decrease of those declaring that they faced "much"/"very much" those difficulties before the Program, is rather significant; for example 44,9% declared that they faced difficulties in teaching Greek a second language ("much"/"very much") before the program, while after the attendance of the Program the respective percentage is 12,6%. In almost all issues the decrease varies between 27,1% and 36,5%. Also, the trainers believe that their trainees are competent in almost all issues of refugee children education.

5.2. Program Issues

It is worth mentioning that the main conclusions of the Assessment procedure are almost the same with those of the *Pilot Program*, while the strong points are still associated with the trainers and the learning climate. So, in both cases we have a learner-centred approach,

resulting in high percentages of trainees' level of needs fulfilment and satisfaction as well as in raising the competence of the participants. Having in mind that almost all the participants are working in refugee education settings we expect that the *impact of the Program* will be remarkable. As derived from focus groups the participants of the Program declare that they can discuss and persuade their colleagues in refugee children education settings for the need to be implemented some of the approaches and practices they got familiar with the seminar.

For almost all the *issues of design and implementation* of the Program, we recorded very positive opinions both from trainers and trainees. The organization of the seminar was considered of high quality for all the three IGs, except for the selection procedure; for some of the participants, this procedure was done in a very short period. Both trainers and trainees expressed very positive opinions for the quality of the educational material, the degree of active participation of trainees in face to face meetings, for the learning climate, for the venues and for the Platform. One weak point associated with the Platform is that of moderation of forums by the trainers, the interaction between trainees and the feedback provided to them. We must refer that in almost all focus groups the participants asked for the continuation of Platform operation after the end of the Program. Another weak point of the Program was that of the duration; for both trainers and trainees the Program started abruptly, was implemented in a very short period and there was always time pressure. Also, trainees believe that the educational material (written texts, video, e.t.c.) was of very high quality but there was not enough time to study it, that is why they ask for the Platform to remain open and accessible. Many participants in focus groups asked for specific programs addressed to specialties (i.e, different subjects of secondary education, primary and secondary education).

One must point out the *quality of trainers*, both in terms of formal qualifications, (see 5.2; relevant and high level studies, many years of teaching experience), but mostly in terms of been able to apply participatory techniques, to promote dialogue in face to face meetings, to diagnose and fulfill their learners' needs and to create a safe and pleasant learning environment where every opinion was appreciable.

Examining the *response of the Program* to the success criteria put by the various participants and stakeholders (see Annex X; IGs, trainees, refugee parents), we can conclude that almost in all cases the Program met the requirements. As for the *Assessment procedure,* we must

refer that the main strong and weak points of the Program were detected in the Interim phase and recommendations were provided with the Interim report. Also, some of the participants in focus groups expressed the opinion that this assessment technique (focus group) was an innovative approach of the Program in total, providing them the stage to express their opinions and feelings about the Program. We also have to point out that did not occur any type of divergence between qualitative and quantitative findings and between trainers and trainees opinions.

5.3. Suggestions

In the next few lines, we provide some suggestions for a possible continuation of the Program or for the implementation of a similar intervention in the near future.

- The core of the Program model (content, learning units, face to face meetings, online part) seems to work effectively. But, in case of repetition a longer period implementation is needed, otherwise, a part of the content should be abolished, as both trainers and trainees reported time pressure during the implementation. Also, in case of a broader diffusion of the Program, we propose to provide clusters of seminars for specific subjects.

- The online part of the Program was welcomed by almost all participants and trainers. But, in order to be more efficient, we propose a short duration course for all e-trainers, so as to be more skilled in moderating the forums and providing feedback to trainees. Also, a synchronous meeting of short duration (no more than two hours) is necessary for all trainees.

- For the assessment procedure of a future implementation, we propose to include more focus groups, as almost all the participants of focus groups declared that this way of assessment was very productive for them.

- The Platform of the Program must remain in operation and be accessible by all trainees as almost all participants in focus groups expressed their intention to re-examine and study the material, download useful materials, e.t.c. In case this is possible it would be better if this operation was moderated by an experienced trainer so as to keep alive the forums and give follow up chances to trainees.

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EXECUTIVE SUMMARY

INTRODUCTION

IMPLEMENTATION DATA

METHODOLOGICAL ISSUES

PRESENTATION OF FINDINGS – QUALITATIVE PART

PRESENTATION OF FINDINGS – QUANTITATIVE PART

CONCLUSIONS

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ANNEXES
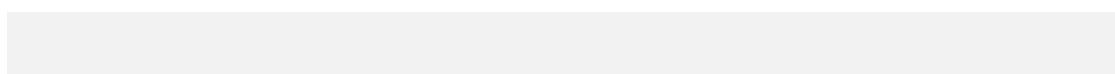
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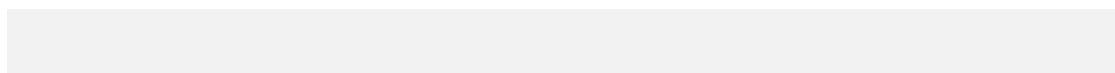
ANNEX I: FOCUS GROUPS

PHASE	ACTIONS/QUESTIONS
Introduction	**Goal and scope of the focus group**
General information / discussion	**Necessity of the Program** **Investigating possible alternatives to training** **Face to face and distance part of the training** **Issues of design and implementation** **Empowerment and competence of the participants**
Main part	*At what moment/phase were you most engaged as a learner?* *At what moment were you most distanced as a learner?* *What action that anyone took in class did you find more helpful?* *What action that anyone took in class did you find more confusing?* *What surprised you most about the class?* **Name the strongest point/issue of the program** **Name the weakest point/issue of the program**
Ending	**Sum up, degree of agreement**

All questions are indicative and maybe will be modified during the implementation of every focus group. Questions of Main Part in italics derive from CIQ (Critical Incidents Questionnaire).

I.I. Focus Group in Ioannina

Description

Date: 18.01.2019

Venue: Seminar Room, Department of Preschool Education, University of Ioannina

IG: TIC

Duration: 15.10 – 16.45

Participants: 5

Focus Group in Ioannina was the first focus group of the assessment procedure. Five trainees participated (four women, one man). For the organization of the focus group, two e-mail messages were sent to all the participants of both programs of Ioannina. Seven of them responded positively, but two of them could not finally participate because they faced an issue in the structure they work, so they cancelled their participation. Of the participants, one was Refugee Education Coordinator (REC), two teachers of foreign languages working in primary education, one preschool teacher with no specific experience in refugee education, and a teacher in primary education working in an intercultural school. Two of them were following the first seminar of Ioannina and the other three the second one.

For the moderator was very easy to keep on track the discussion and follow the main axes of the focus group plan, as all the participants were willing to discuss every issue of the program.

Main points

The first point of the discussion was about the necessity of the program and the participants were asked if they consider the program as necessary or they could suggest possible alternatives for their training in refugee education. All the participants replied that the program was of high necessity as they live and teach in an area with a high concentration of refugee population. They defined themselves as "helpless" in a very perplexing situation and the program seem to give them theory and tools to face problems arising in everyday practice.

As for the main parts and issues of the program implementation, first they all argued that a very positive characteristic of the program is the organizational issues. They considered that everything was organized in the proper way, they were no gaps or shortages in information about the schedule, the material, the platform, e.t.c. An issue of critique was the selection procedure, they think that many teachers who were in need of training they were not finally selected, although they understand that the total number of recipients is limited. Also, they asked for a "flexibility" in attendance, because they have many obligations.

For the face to face meetings, they were rather enthusiastic focusing mainly on the high level of trainers ("to have three specialized university professors is not something happening every day") and the learning environment. They insisted that the program was based on

participatory processes and the content was about theoretical issues as well as in everyday practical problems and issues. They asked for the next face to face meetings participatory as the first one.

Concerning the platform, they all agreed that is very easy to use and they faced no problem with navigating in the main areas and educational materials. Although they interact with the tutors, all the participants agreed that they are not very familiar with expressing their opinions in the platform, so just a few trainees participate actively in the discussions initiated. One of the participants asked for all the assignments to be visible, so as all the trainees could have access to every assignment, while the other four disagreed claiming the issue of privacy. All the participants agreed that they have not enough time to study all the materials, so they asked for access to the platform at least for a short period after the end of the program.

Discussing the element that made them feel more engaged with the program, they referred to the "small assignments" ("I …fear long assignments like in a postgraduate program"), the continuing feedback they have, the fact that they can meet face to face or via the platform with colleagues facing the same problems. They also referred to this focus group, because they gave them the chance to discuss extensively their opinions for the program. Another strong point is that they got familiar with a toolkit for refugee education that was developed by professors of the University of Ioannina.

Concluding, they were very positive in recommending this program to their colleagues in school, considering its strongest point that it provides tools and techniques for their everyday practice in refugee education settings. All of them referred to the added value of the program, that is the approach of differentiated teaching, as they think that all the things, they are learning can also be implemented in any classroom, not only in refugee education. Two of the participants told that the certificate and the credits they receive by their participation is a very strong issue of the program.

In their own words

"I used to teach like walking in the dark, this program gave me solutions and techniques, surely it will be successful" (teacher, intercultural school).

"Programs like that are very necessary because teachers go to refugee education settings without any previous education" (REC).

"Teachers with common interests can meet face to face or in the platform, this is very important…" (preschool education teacher).

"This program combines academic knowledge with practical experience" (foreign language teacher).

"I know many colleagues who are in need for this program, but they were not selected for participation" (preschool education teacher).

"There is very rapid feedback and reaction in every question regarding the assignments" (foreign language teacher).

I.II. Focus Group in Heraklion

Description

Date: 20.01.2019

Venue: 12th Gymnasium of Heraklion

IG: TIC

Duration: 10.30 – 11.45

Participants: 6

Focus Group in Heraklion was the second focus group of the assessment procedure. All participants in the focus group were informed directly from their trainer via e-mail that the training of 20th of January will begin with the focus group. Finally, six (one male, five females) people from those still remaining at the program, took part in the focus group. Two of the participants are working in pre-school education, while the remaining four in primary

education. Only one out of the six participants (primary education teacher) has a permanent job position as school teacher. She was also the person with the most experience in both intercultural education and adult education methodology and principles. Pre-school teachers and two of the primary education teachers declared no significant experience in refugee education. All of them had a very positive attitude regarding the scope and the procedure of the assessment, as expressed by the moderator.

Main points

The necessity of the program was the starting point of the focus group. Participants were asked to declare the degree to which the program is necessary and possibly suggest alternatives for their training in refugee education. All the participants replied that the program was of high necessity, since the issue of refugee education is getting an increasing attention. They also suggested that the program should be also offered -in a possibly different approach- to Mainstream Classes, so that they will better understand the challenges Reception Classes' Teachers face and, thus they will cooperate more effectively.

Regarding the main parts and issues of the program implementation, all participants reported that one of the most valuable elements of the program is the training material in the platform. The material, as they argued, covers the basic themes of Refugee Education and Intercultural Education and is useful for future reference. However, despite the fact that all agreed that the program was highly organized, some of the participants argued that deadlines for the assignments were too close and they had no time for effective study. In total, it seemed that there is a clear connection between live training and distance learning through the platform.

The response regarding the face to face meetings was rather positive with the exception of the first 2-day training, which, as they all stated, was far too theoretical, although they admitted that as the first part of the total training program there was the necessity all thematic units to be introduced. Half of the participants in the focus group were rather enthusiastic regarding the training methodology used (questions and answers, work in groups, case studies etc), while the rest three were rather concerned since their expectations regarding adult education techniques were higher. These three people also stated that cases and examples were more related to Immigrant Education rather than Refugee Education. In total, there was a general view among participants in the focus group

that more time should be devoted to the 'teaching Greek as second language' thematic unit in relation to the refugee special issues. In addition, the most experienced of the participants stated that the material was rather simple; however she expressed their understanding regarding the necessity of the training to reach all learning levels.

Concerning the platform, they all agreed that is very easy to use and they faced no problem with navigating in the main areas and educational materials. However, they all agreed that interaction in the platform was not very high. Time related restrictions, other personal obligations, and trainers' lack of constant intriguing were mentioned as the main reasons for the low level of trainees' participation and interaction in the platform. Among the periods of time during which trainees felt more engaged with the program, one can mention the practical approach used in several cases, the examples and cases from intercultural educational settings, plus the realization of the quality of training material. On the other hand, people in training felt less engaged when they had to go through slides presentations regarding topics already presented in the platform.

To conclude with, participants in the focus group in Heraklion had a positive view of the program, they considered training material as especially useful and they stated that their main benefit from their participation in the program was the bonding among trainers and trainees, all of which share common concerns and interest regarding refugee education.

In their own words

''It is a pity we had not the opportunity to take a similar course in our graduate studies in

University'' (Primary School Teacher)

'We learn through the experience of others and this is important' (Primary School Teacher)

'Getting in touch with the training material in the platform, that was a surprise for me. I have downloaded everything, so I will have the chance to study it later'' (Pre-school Teacher)

I.III. Focus Group in Athens 1

Description

Date: 05.02.2019

Venue: National and Kapodistrian University of Athens, Marasleio School

IG: ATH

Duration: 15.00 - 16.30

Participants: 6

Athens is the capital of Greece and the largest city in terms of population. Thus, the Assessment Team decided to organize two focus group in two different training programs. The first one took place at the end of the 3d training program in Athens and all six participants had a very clear view of the whole program. All trainees of the program were informed directly from their trainer via e-mail that the training of February 5th will begin with the focus group and six of them (all female) voluntarily agreed to take part in the research procedure. Three out of them are currently working in Primary Education and the remaining three in Secondary Education (EPAL and Gymnasium). One of them had served as School Advisor until the end of 2018. Almost all of them (five out of six) declared a significant experience in intercultural education. All of them had a very positive attitude regarding the scope and the procedure of the assessment, as expressed by the moderator.

Main points

The extent to which the program was considered as necessary during this period of time was the initiating question in this focus group. There is no doubt that all participants in the focus group had a common belief that the program took place at the most suitable period, since, as they stated, no similar program is offered by any organization, public or private. Moreover, for teachers working already in Reception classes the program offers valuable insights and practical tips for their daily work.

Both face to face meetings and distance learning through the platform were assessed very positively by all participants in the focus group. For face to face meetings there was a concern related to the amount of hours spent, however, as they all agreed, the result was worth it. In addition, face to face meetings provided opportunities for further interaction and networking. The work continued in the platform, which despite some initial difficulties and some technical issues, that were soon overcome, was used as a great learning repository with lots of useful learning material. In total, the material used in all stages of the program (videos, articles, exercises, etc) was characterized as exceptional.

The structure of the program and the main thematic units in it received also a very positive view among all participants in the focus group. A teacher in Primary Education suggested that time devoted to differentiated education should be increased in future programs, however this view was not supported by others in the group. Basic methods and techniques of Adult Education, such as work in groups, role plays, discussion, experiential exercises etc were used throughout the program, with an emphasis being placed to making trainees feel a part of a community of knowledge.

Among the most engaging moments during the program, participants mentioned the pure interest of trainers to create a friendly and relaxed environment (all agreed on that), the constant 'stimuli bombing' with ideas for practical implementation in school setting (Primary School Teacher), the suitability of movies selected to be presented (Secondary School Teacher) and the general attitude of sharing experiences (Secondary School Teacher). Moreover, they all agreed that the face to face part of the program was very interactive and highly experiential.

The platform, as mentioned already, had some bugs in the first days which were later covered. However, participants in the focus group agreed that the platform should be more user friendly in a future repetition of the program, so as to help less familiar users to participate more actively. Additionally, it was suggested that the platform should remain accessible long time after the completion of the program and function as a reference point for all people involved until now, providing at the same time a constant dialogue forum for exchange of ideas and good practices.

To conclude with, participants in the focus group in Athens had a very positive view of the program. Trainers, training material, methodology of training, time devoted to face to face meetings and distance learning were all received very high feedback.

In their own words

'After it [the seminar], an explosion of creativity just occurred' (Secondary School Teacher)

'You now feel more safe regarding the way you teach, some things our now confirmed' (Primary School Teacher)

'The program was created by people with an expertise and a deep knowledge of the field. It will be very useful to both people who enter Intercultural Education field and more experienced school teachers ' (ex School Advisor)

I.IV. Focus Group in Athens 2

Description

Date: 06.02.2019

Venue: National and Kapodistrian University of Athens, Marasleio School

IG: ATH

Duration: 16.00 - 17.30

Participants: 5

The second focus group in Athens took place again in the same venue as the first one. Participants in this focus group came from the 5th training seminar held in Athens. The date the focus group was arranged to be implemented was during the midst of the program, so as participants have a view regarding its progress till then. The group of five participants consisted of a Primary School Teacher with no previous experience either in refugee / migrant or in intercultural education, two more Primary School Teachers with relevant previous experience (one currently working to a Reception Class) and two Secondary School Teachers, both of them with significant experience in intercultural education. All of them had a very positive attitude regarding the scope and the procedure of the assessment, as expressed by the moderator.

Main points

Similarly to the responses of the first focus group in Athens, participants in this second focus group recognized the significance and the necessity of the program, mainly due to the absence of any similar offered program. In addition, it was mentioned that by a Primary School Teacher with no significant experience that the program seems to fill a basic gap of the educational system in Greece, since it provides teachers the opportunity to familiarize with strategies and techniques in Reception Classes. This statement was also supported by other participants, who found in the program a great opportunity for good practices and experiences exchange.

With regards to the face to face meetings, all participants reported that the program was well structured, the material was very useful and rich and training was conducted in a very warm and emotionally positive environment. Distance learning was reported to be used complementary to face to face meetings, with a good balance among these two ways of learning. Especially for people who were working all day, distance learning was a solution to keep tracking their progress at a more convenient for them way. No technical issues were reported in this focus group.

The structure of the program and the main thematic units again were reported to be of high expectations, as it was also mentioned in the first focus group in Athens. However, it was suggested that more examples and ideas for practical implementation should be provided. This concern is partially explained, since participants in this focus group had only completed the initial thematic units of the program, which are considered the more theoretical ones. In any case, various techniques and methods were used during the training, according participants' views. These techniques included work in groups, exercises, questions & answers, storytelling etc. Finally, participants had a very positive view regarding the trainers, who were reported to have high expertise and a sense of their duty as intercultural trainers.

Among the most usual challenges and concerns of participants one can mention the parallel obligations of each one of them and time limits, however, it was apparent that there was a strong persistence from their side to overcome any difficulties. Films presented and inspiring discussion following was reported as one of the most engaging parts of the program till then, while all participants agreed that the program, mainly through the platform, could be used as a 'meeting point' and future reference.

To conclude with, participants in the focus group in Athens had a very positive view of the program. Trainers, training material, methodology of training, time devoted to face to face meetings and distance learning were all received very high feedback.

In their own words

'Absolutely practical. Also, I met people with same interests and greater experience. I hope I will be asked to use what I have learned here' (Primary School Teacher)

'You always have the need to understand real problems by putting yourself into others' shoes. It happened several times during the program' (Secondary School Teacher)

'I am so sad I lost it [she refers to an experiential activity, theatre of boal]. I wish I have again the chance to take part in a similar training again '(Secondary School Teacher)

I.V. Focus Group in Thessaloniki

Description

Date: 17.02.2019

Venue: Big Blue Button

IG: THE

Duration: 17.00 - 18.30

Participants: 11

Focus Group in Thessaloniki was initially scheduled to take place on February 4 at the beginning of the 4th training seminar of the program organized by THE. However, the composition of the 4th group was finalized some days later and, hence, it was decided to transfer the date of the focus group. An email invitation was sent to all participants of the group by trainers of THE and after discussion, there was a decision that Big Blue Button would be the more suitable way of implementing the focus group, ensuring trainees' participation. Finally, 11 people took part in the web based group discussion. The group included Primary School Teachers with no previous experience either in refugee / migrant or in intercultural education, Primary School Teachers with relevant previous experience,

Secondary School Teachers with experience in intercultural education and Shcool Advisors. All of them had a positive attitude regarding the scope and the procedure of the assessment, as expressed by the moderator, however limitations stemming from their personal facilities (internet connection, speakers etc) made it difficult for all of them to participate in the most suitable way.

Main points

Similarly to the responses of other focus groups, participants in this focus group recognized the significance and the necessity of the program, mainly due to the absence of any similar offered program. With regards to the face to face meetings, all participants reported that the program was well structured, the material was very useful and the trainers very keen to respond to their questions and concerns.

With regards to the distance learning part there was limited response, since participants were at the beginning of the training seminar and were trying still to get familiar with the platform and the material. However, no technical issues were reported in this focus group. The structure of the program and the main thematic units again were reported to be of high expectations, as it was also mentioned in the first focus group in Athens. However, it was suggested that more examples and ideas for practical implementation should be provided. This concern is partially explained, since participants in this focus group had only completed the initial thematic units of the program, which are considered the more theoretical ones.

Also, people taking part in the focus group expressed their positive view towards the trainers and recognized their expertise and will to provide them a significant learning experience. Besides, participants' views regarding the training methodology were also positive. There were some arguments against the more theoretical part of the seminar till then, however, the general view is that trainers made use of a variety of training techniques and methods and interesting experiential activities.

One of the major concerns related to the program, as expressed by participants in the focus group in Thessaloniki, was the duration of the seminar (e.g. some days the duration was 6 hours in the afternoon). This was a constraint especially for people who were working during the day.

To conclude with, participants in the focus group in Thessaloniki had a positive view of the program. Trainers, training material and organization of the program received were among the strongest points of the program, while the duration of it was the main issue of participants' concern.

In their own words

'For the very first time there were proposals for the proper strategy in the education of refugees…' (Primary School Teacher)

'Our trainers were excellent, with experience on the subject of the program. I got important educational material and ideas to further study the subject. And I got a lot of positive feedback from other trainees as well' (Secondary School Teacher).

I.VI. Focus Group in Tripoli

Description

Date: 17.02.2019

Venue: Seminar Room, Public Central Library of Tripoli

IG: TIC

Duration: 10.30-12.45

Participants: 11

Focus Group in Tripoli was the last face to face focus group of the assessment procedure. Eleven trainees participated (ten women, one man). For the organization of the focus group, there was an arrangement with TIC, as it was the last day of the seminar and dedicated to the assessment by the IG. Of the participants, one was Refugee Education Coordinator (REC), three teachers of foreign language working in primary education, one teacher in DYEP, two philologists with no previous experience in refugee education, two deputy teachers in primary education, one philologist serving as Education Coordinator and one teacher in intercultural school. For the moderator was very easy to keep on track the discussion and follow the main axes of the focus group plan, as all the participants were willing to discuss

every issue of the program. Being on the last day of the seminar, all participants were very willing to discuss their experience, so they provided very useful opinions for their training.

Main points

All participants agreed that the program was very necessary for them and that they could not receive an equivalent education in other ways (e.g. seeking information in Internet, no other seminars available in their region). They all declared that the seminar should have been implemented by the beginning of the school year so as to be more useful for them. They expressed very positive opinions for the organizational issues of the seminar as well as for the place and the venue of implementation. Most of them told that the seminar gave them the opportunity to reflect on their everyday practice because theoretical issues illuminated their practice providing them with the chance to think about what they are doing right or wrong. They all asked for a more prolonged period of training because the whole duration was very short. They also proposed that a longer duration could also provide them with a supervised practicum in schools with refugee children. Their only negative opinion was about the very pressing start of the program and the fact that some persons willing to participate were not selected, while some of the participants of the first day did not attend the program and they were not substituted by other.

According to all the participants, the very strong point of the seminar was that three universities cooperated to provide this training. Before attending the program, they were not aware of the existence of such a rich educational material that could support their everyday practice in refugee education settings. The weakest point was that of the duration and the heterogeneity of participants (they proposed specific programs for the various subjects and/or grades of education; primary and secondary schools mainly).

For the face to face meetings, they were rather surprised by the participatory techniques of the trainers, as they awaited lectures and monologues, so that was a pleasant surprise for them. When the moderator asked them to "quantify" their active participation, in terms of a percentage of total time, they agreed that about 70% of the whole duration of face to face meetings was covered by the trainees. They liked that they could express their opinions and experience and then the trainers summed up and enriched them with theoretical issues. They all expressed their positive opinions for their trainers, as they thought that they were carefully selected to accomplish this task.

Concerning the online part of the program, they all agreed that they did not face specific problems in using the platform, there were not encountered problems with technical support or with the use of the learning environment. They liked that the materials were divided into small learning units with clear content, while videos were appropriate for the understanding of specific issues. They all agreed that a more intensive moderation was necessary as well as more feedback on their assignments. Also, a more supervised operation of forums was necessary, because the answers of many of the participants were not to the point of the issues initiated by the trainers. All of them asked the moderator to record their request for access in the platform for a remarkable time after the program end. They all want to study again and more carefully the whole material in a more convenient time for them, to recapitulate the content.

Concluding, all the participants agreed that they now feel more competent to act as teachers in refugee education settings as well as to transfer their knowledge to their colleagues. The issue of differentiated teaching was highlighted by all the participants as another strong point of the program. They all declared satisfied by their participation and they would recommend this program to their colleagues, while they all asked for another program with similar content accompanied with a practicum in refugee education settings.

In their own words

"The platform must remain accessible… I need to see again all the material and videos" (foreign language teacher).

"We needed more time… the assignments were very exacting" (philologist – Education Coordinator).

"I feel more competent now, next year I am going to tick DYEP in the selection form for deputy teachers, this year I was afraid to do it" (deputy teacher in primary school).

"I have now arguments to convince my colleagues for the necessity of refugee children education" (deputy teacher in primary school).

"I was impressed by the existence of so many tools for refugee education" (teacher in DYEP).

"Those approaches should be integrated in all educational settings… not only in refugee education" (REC).

"I liked that we had more time to talk than our trainers" (deputy teacher).

ANNEX II: OBSERVATIONS

ITEM	NOTES
Use of participatory training techniques	
Climate and learning environment	
Listening to trainees' questions	
Encouragement of trainers to participate	
Empowerment of the trainees	
Interest of trainers	
Collaboration between trainers	
Use of time / theory and practice	
Discussions initiated	

II.I. Observation in Patras

Description

Date: 07.12.2018

Venue: University of Patras, Department of Educational Science and Early Childhood Education

IG: TIC

Duration: 10.30 – 14.00

Trainees: 15

Observers: Thanassis Karalis, Anthi Adamopoulou

The observation was done during the second day of the seminar. The two observers kept

notes on different issues; one observer focused mainly on the process and the interaction in the classroom while the other put emphasis on recording the frequency of specific events (for example, number of questions put by the trainer). After the observation, the two observers discussed and compared the main topics according to the axes of observation (see Report 1: annex IX) to be sure about their points of view and conclusions. The venue of the training was a comfortable training room, with all necessary facilities (computer and projector, whiteboard, speakers).

Seats were organized in *Conference type* arrangement, so that every trainee could see the other, while the trainer was always standing, going around and never using his seat. The classroom was decorated with pictures containing cartoons and figurations from the refugee's life.

The content of the training

The observation was done in the second day of the seminar (first part of training: 10.30-14.00). The first day of the seminar, according to the briefing by the trainer, was dedicated to the mutual acquaintance of the trainees and to introductory issues. For the observed

part, the content of the training was about the refugee issue and the intercultural education. In the beginning the trainer tried to connect the content with the previous day (first meeting) asking the trainees about the issues they gathered their attention.

The trainer tried to connect the various situations of refugee lives with situations of everyday life of the participants, trying to persuade the participants that migrant and refugee situations have analogies with all people lives. She referred in brief to her migrant background, confessing difficulties she faced, asking the participants to contribute to this discussion telling their experiences they possibly had.
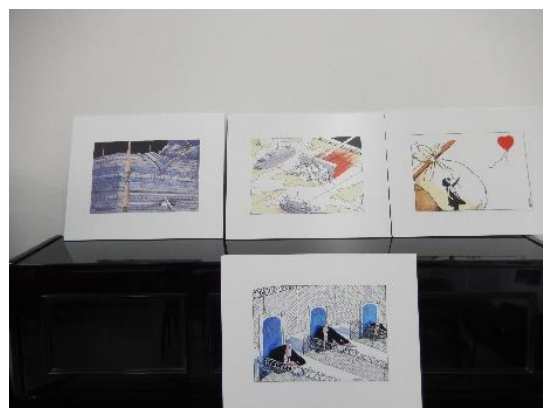
Teaching approach

The trainer was a university professor with a high level of expertise in intercultural education, but she did not choose to give academic lecture or address monologues to the trainees. She chose a teaching approach very near to the technique of *storytelling*, accompanied with questions and discussion with the group. The whole training was divided into two parts (with a break of about twenty minutes). In the first part, following two pieces

of theory and discussion, a very interesting experiential activity took place. The subject of the activity was about the opinions of the school community towards the refugees and refugee education. The trainer asked the trainees to stand up and divide into two groups. The members of the first group were moving, so as to talk with each member of the other group. At the end of recording of the different opinions all the trainees discussed the opinions arisen.

At the end of the first part the trainer made a short assessment asking the trainees what they would like to change in the second part. After the break, we had the same pattern of teaching approach, small pieces of theory and a group activity. The trainees in buzz groups worked for about thirty minutes to examine issues of refugee education and all groups presented their conclusions.

Trainees' interest and participation

Trainees seemed to follow the small pieces of theory, asking questions and initiating discussions, also they participated in the experiential activities. As for the time allocation of the active part of the training (about 160 minutes) we recorded six pieces of theory (varying from 8-15') with a total duration of about 70 minutes (the estimated time of trainees interventions was about 20 of the 70 minutes). The duration of the experiential activity was about 55 minutes, while buzz groups lasted about 30 minutes. So, the total time "used" by trainees was about 70% of the total active duration.

Concluding, the session observed could be characterized by the high levels of trainee's participation and the aim of the trainer to sensitize the participants on central issues of refugee and intercultural education (mainly, stereotypes and needs of refugees).

II.II. Observation in Thessaloniki

Description

Date: 04.02.2019

Venue: School of Intercultural Education in Thessaloniki

IG: THE

Duration: 17.00 - 19.00

Trainees: 17

Observer: Manos Pavlakis

The observation took place during the second day of the seminar. The observant kept notes on different issues, namely the process and the interaction in the classroom, while emphasis was also put on recording the frequency of specific events (for example, number of questions put by the trainer). After the observation, the observer compared the main topics according to the axes of observation (see Report 1: annex IX) to be sure about his points of view and conclusions. The venue of the training was a regular training room, with all necessary facilities (computer and projector, whiteboard etc). Seats were organized in School format arrangement and as a result there was limited visibility among trainees. Due to limited space, most of the time the trainer was sitting to her seat.

The content of the training

As mentioned above, the observation took place during the second day of the seminar. The first day of the seminar, according to the briefing by the trainer, was dedicated to the mutual acquaintance of the trainees and to introductory issues. For the observed part, the content of the training was aiming to help trainees realize the personal story of each refugee and make necessary correlations with their own personal stories and background.

Real life examples from trainers' experience, both as a granddaughter of a refugee family and as an academic professional dealing with the issue of intercultural education, were presented to the participants and were used as a trigger to their own personal reflection.

Through questions, the trainer asked trainees to contribute to this discussion by referring to possible relating experiences.

Teaching approach

The trainer was a university professor with a high level of expertise in intercultural education. Teaching approach used during the observation was a combination of academic lecture with lots of information regarding the topic and use of various training techniques, such as storytelling, questions & answers and brief exercises. Most of the training was supported by the use of PowerPoint slides and photos from real life circumstances and environments, all of them related to the issue of intercultural education. Photos were used in order to provoke participants' emotional activation and critical reflection.

Trainees' interest and participation

Although, as a quite introductory session, most of the work was done by the trainer (through PowerPoint presentation), trainees seemed to follow agreeably the training flow. During an almost two-hour training session, the trainer asked 15 questions to the participants, including three times, when they were invited to complete a brief exercise, while in other eight occasions participants addressed questions and asked for a response. In general, the total time devoted to trainees was about 30% of the total active time of the training (about 120').

Among the most interesting parts of the training was when the trainer asked participants to recall their antecedents and their personal 'journey' up to Thessaloniki, the city wherein the seminar took place. This was one of the strongest point of the training session being observed.

Concluding, the session observed could be characterized by the high levels of trainer's contribution with practical wisdom, real life examples and powerful stories. Thus the basic goal of trainer, that is sensitizing participants on central issues of refugee and intercultural education, was succeeded.

II.III. Observation in Athens

Description

Date: 06.02.2019

Venue: National and Kapodistrian University of Athens, Marasleio School

IG: ATH

Duration: 14.00 - 16.00

Trainees: 35

Observer: Manos Pavlakis

The observation took place during the first day of the seminar. The observant kept notes on different issues, namely the process and the interaction in the classroom, while emphasis

was also put on recording the frequency of specific events (for example, number of questions put by the trainer and the trainees). After the observation, the observer compared the main topics according to the axes of observation (see Report 1: annex IX) to be sure about his points of view and conclusions. The venue of the training was a regular training room, with all necessary facilities (computer and projector, whiteboard etc). All participants, including the trainees, the trainer and her facilitators, created a cycle with their seats.

The content of the training

Session being observed was divided into two distinct parts. In the first one, the head trainer and two assistant facilitators took some time to introduce themselves and explain the structure, the goal and the objectives of the program. Following this introduction, the trainer asked all participants to introduce themselves, mention possible previous experience related to refugee and/or intercultural education and pose questions or concerns regarding the program and the whole learning procedure.

The second part of the session observed included an experiential activity, which had characteristics of the drama in education methodology. All trainees were encouraged to stand up, move around the room and follow facilitator's instructions before they create bonds with other participants through their bodies. The purpose of this activity was to assist participants know each other in a more freely and unbiased way, to help them come closely and interact, and of course to relate to the issue of refugee and migrant education and their needs for inclusion.

Teaching approach

The trainer was a university professor with a high level of expertise in intercultural education. She was supported by two facilitators, each one of each with experience in specific fields. Teaching approach used during the observation was far enough from what would be characterized an academic lecture or even a regular training seminar. Both the first part of the session being observed, which included the introduction, and the second which was mainly devoted to the experiential activity, were fully aligned with Adult Education methodology. There was no lecture at all, but the first minutes of the introduction, rather it was the use of questions and guided discussion at the end of the experiential activity that resulted in a well organized training methodology.

Trainees' interest and participation

Although this was the introductory part of the program, trainees' participation and interest was very high. They seemed positively surprised by the simultaneous presence of three trainers (head trainer and facilitators), each one of which provided an added value to the learning experience.

At the first part of the session being observed everyone was given the opportunity to present themselves and express ideas and concerns. In addition, the duration of the experiential activity was about one hour, during which all trainees participated actively and with enthusiasm.

ANNEX III: PRESENTATION OF FINDINGS FROM INTERIM QUESTIONNAIRE

The results presented in Annex III have been obtained by collecting and processing the data generated by the learner's responses to the questionnaire sent to them. The first questionnaire was sent on January 11 with the request to be completed by January 18th (after one week. Two successive kind reminders (15th and 17th of January) were then sent before the end of the deadline. In total, 152 trainees responded and after deleting some double references we reached the number of 148 valid responses. Given the total population of people taking part in all training programs (333) the number 148 of those who completed the questionnaires corresponds to a 44,4% response rate. However, this % is expected to be increased, since it is estimated that there are some people who dropped out the program. The final response rate will be presented at the final report.

An important element is that according to the system reference, the average time of completing the questionnaire was 8 min, 10 sec. The presentation of data below follows the flow of the questions asked at the questionnaire (see also Annexes IV and V).

Table III.1: City of seminar implementation

	Frequency	Percent
Athens	18	12,2
Volos	30	20,3
Heraklion	3	2,0
Ioannina	21	14,2
Kavala	12	8,1
Larissa	22	14,9
Patras	11	7,4
Tripoli	13	8,8
Chania	18	12,2
TOTAL	148	100,0

Table III.2: Organization of the seminar

	N	%
Aristotle University of Thessaloniki	0	0,0
National and Kapodistrian University of Athens	18	12,2
University of Thessaly - University of Ioannina - University of Crete	129	87,2
Total	147	99,3
Missing System	1	0,7
Total	148	100,0

Table III.3: occupational status

	N	%
1. Teacher in Morning Mainstream Classes without refugee students	21	14,2
2. Teacher in Morning Mainstream Classes with refugee students	34	23,0
3. Teacher in Reception Facilities for Refugee Education (DYEP)	18	12,2
4. Teacher in Reception Classes with refugee students (TY ZEΠ)	21	14,2
5. Teacher in Structures of Non-Formal Education for Refugees (within or outside refugee hosting centers)	5	3,4
6. Teacher in Intercultural School	6	4,1
7. Principal in School with refugee students	10	6,8
8. Teacher in Second Chance School with refugee adults	0	0,0
9. SEE (Educational Project Coordinator)	3	2,0
10. SEP (Coordinator for Refugee Education)	17	11,5
11. Other (please specify):	13	8,8
Total	148	100,0

3a Other		N
	Unemployed	1
	Special Pedagogue (parallel support)	4
	Adult Teacher (vulnerable groups) KETHEA	2
	Teacher at Center for Environmental Education	1
	Teacher at a school located in a Youth Detention Store and there are students embedded refugees.	2
	Teacher at a non-refugee reception area	1
	Head of a formal kindergarten	1
	Student	1
	Total	13

As the following tables show, women make up more than 3/4 of the total population of those who answered the questionnaires. Participants between 46 and 55 years old account for over 41% of the total population (see Table III4 & III.5).

Table III.4: Sex of Participants

Sex		Frequency	Percent
	Male	33	22,3
	Female	114	77,0
	Total	147	99,3
Missing	System	1	,7
Total		148	100,0

Table III.5: Age of Participants

Age		Frequency	Percent
	23-35	36	24,3
	36-45	43	29,1
	46-55	61	41,2
	56 -65	7	4,7
	Total	147	99,3
Missing	System	1	,7
Total		148	100,0

Almost one out of two people of those responded to the questionnaires work in Primary Education and about 1/4 of the total population in Secondary Education (Gymnasium - General Education), while almost 60% of them have a permanent role as teachers and about 35% are working as deputy teachers (see Table III.6 & III.7).

Table III.6: Work sector

Work Sector		Frequency	Percent
	Other (please specify):	10	6,8
	Preschool Education	9	6,1
	Primary education	72	48,6
	Secondary Education (Gymnasium)	37	25,0
	Secondary Education (GEL)	9	6,1
	Secondary Education (EPAL)	10	6,8
	Total	147	99,3
Missing	System	1	,7
Total		148	100,0

Other (please specify)	Frequency	Percent
	138	93,2
KETHEA	2	1,4
SEP	7	4,7
STUDENT	1	,7
Total	148	100,0

Table III.7: occupational status of Participants

occupational status		Frequency	Percent
	Other (please specify):	4	2,7
	PERMANENT TEACHER	87	58,8
	DEPUTY EDUCATOR	53	35,8
	Hourly paid teacher	3	2,0
	Student	1	,7
	Total	148	100,0

From the data gathered it seems that all participants have obtained a Bachelor from University, while more than half of them have Postgraduate Diplomas and a surprising 4,7% Doctorate. Teachers correspond to almost 37% of people asked, while Philologists and Foreign Language Teachers have also a double-digit percentage (16,9% and 12,2% respectively) (see Table III.8 & III.9).

Table III.8: Education level of Participants

Education level		Frequency	Percent
	Higher Education Degree	62	41,9
	Postgraduate Diploma	79	53,4
	Doctorate	7	4,7
	Total	148	100,0

Table III.9: Specialty of Participants

Specialty of Participants		Frequency	Percent
	Philologist	25	16,9

		Frequency	Percent
	Natural sciences and mathematics	12	8,1
	Technological specialties	10	6,8
	Foreign Languages	18	12,2
	Kindergarten	8	5,4
	Teacher	54	36,5
	Other	21	14,2
	Total	148	100,0

Table III.10: Previous training in intercultural education

Previous training in intercultural education		Frequency	Percent
	No previous training	57	38,5%
	Training seminars	73	49,3%
	Post graduate level	18	12,2%
	Other	9	6,1%

In total, almost half of people asked stated that the have attended training seminars regarding intercultural education (see Table III.10). When asked about their years of service in Education, almost 45% declare a more than 16-year experience, while at least another 38% argue that they have between 6 and 15 years of service (Table III.11). However, when the same people are asked to declare their specific experience in Intercultural Education, only 15% of them state that they have six or more years of service (Table III.12).

Table III.11: Years of service in Education

Years of service in Education		Frequency	Percent
	0 - 1	7	4,7
	2 - 5	19	12,8
	6 - 10	28	18,9
	10-15	28	18,9
	16+	66	44,6
	Total	148	100,0

Table III.12: Years of service in Intercultural Education

Years of service in Intercultural Education	Frequency	Percent

	0-1	81	54,7
	2-5	44	29,7
	6-10	11	7,4
	11-15	6	4,1
	16+	6	4,1
	Total	148	100,0

First of all, participants in the program were asked to give their opinion regarding the usefulness of various axes of the program. Negative responses were almost completely absent, while the positive responses (much/very much) reached at all axes to a more than 67%. In particular, the methodology of the teaching of Greek as a second language, differentiated teaching, development of participatory activities for language teaching focusing on multi-faceted skills development, refugee education and intercultural communication issue and classroom management in multilingual and multicultural contexts had a more than 83% of positive responses (Figure I.1).

Figure I.1: Usefulness of the Program

Table III.13: Modules' Utility per category of occupational status (means)

3. You work as:		4.1. Methodology of the teaching of Greek as a second language	4.2. Teaching non-language courses	4.3. Differentiated teaching	4.4. Develop participatory activities for language teaching focusing on multi-faceted skills development	4.5. Refugees, refugee education and intercultural communication issues	4.6. Classroom management in multilingual and multicultural contexts	4.7. Rights of the child and parental involvement	4.8. Development / selection of educational material	4.9. Psycho-social challenges in refugee education
Other (v=13)	Mean	5,6	5,6	5,9	5,7	5,6	5,7	4,9	5,7	5,3
	Std. D.	0,8	0,5	0,3	0,6	0,7	0,9	1,6	0,5	1,4
Teacher in Morning Mainstream Classes **without** refugee students (v=21)	Mean	5,2	5,0	5,2	5,2	5,3	5,2	5,1	5,0	5,0
	Std. D.	1,1	1,0	1,0	1,5	1,4	1,3	1,0	1,6	1,7
Teacher in Morning Mainstream Classes **with** refugee students (v=34)	Mean	5,2	4,8	5,4	5,3	5,4	5,4	5,1	5,3	5,1
	Std. D.	0,7	1,5	0,9	0,9	1,2	1,0	1,0	0,9	0,9
Teacher in Reception Facilities for Refugee Education (DYEP) (v=17)	Mean	4,9	4,8	4,8	4,9	5,1	4,9	4,2	4,2	4,8
	Std. D.	1,3	1,5	1,0	1,1	0,9	0,9	0,9	1,3	1,6
Teacher in Reception Classes with refugee students (TY ZEΠ) (v=21)	Mean	5,4	4,7	5,4	5,4	5,2	5,5	4,9	5,0	4,9
	Std. D.	1,1	0,8	0,7	1,0	1,1	0,7	0,8	1,5	1,3
Teacher in Structures of Non-Formal Education for Refugees (within or outside refugee hosting centers).. (v=5)	Mean	4,8	5,6	4,6	5,8	5,6	5,8	5,6	5,2	5,2
	Std. D.	1,3	0,9	2,6	0,4	0,5	0,4	0,5	0,8	0,8
Teacher in Intercultural School (v=6)	Mean	5,7	4,8	5,5	5,3	5,5	4,7	4,0	4,7	4,5
	Std. D.	0,5	0,8	0,8	0,5	0,5	2,3	2,1	2,3	2,3
Principal in School with refugee students (v=10)	Mean	5,2	4,9	5,5	5,2	5,3	4,9	5,0	4,9	5,0
	Std. D.	1,0	1,3	0,7	0,8	0,8	1,1	1,2	1,1	1,1
SEE (Educational Project Coordinator) (v=3)	Mean	6,0	5,0	6,0	5,7	5,7	5,7	5,7	6,0	5,7
	Std. D.	0,0	1,7	0,0	0,6	0,6	0,6	0,6	0,0	0,6
SEP (Coordinator for Refugee Education)) (v=17)	Mean	5,4	5,0	5,6	5,5	5,5	**5,8**	4,7	5,2	5,4
	Std. D.	1,1	1,1	0,9	0,9	0,9	0,5	0,9	1,1	1,1
Total	**Mean**	**5,3**	**5,0**	**5,4**	**5,3**	**5,4**	**5,4**	**4,9**	**5,1**	**5,0**
	N	147	147	146	147	147	146	146	146	147
	Std. D.	1,0	1,2	1,0	1,0	1,0	1,0	1,1	1,3	1,3

Tables III.14 – III.16 present the results from data collected regarding the perceptions of respondents on the extent to which they faced difficulties before the program and at the time of their attendance (now). In most cases, more than one out of three participants stated that they faced difficulties before the program. Especially, the development / selection of classroom teaching material for refugee students seemed to be a difficulty named by almost the half of people asked (44,6%). However, as Figure 2 reveals, there is a significant improvement between the period before the program and now in all named difficulties.

Table III.14: Facing difficulties before the program

Before the program	Not at all		Very little / A little		No little, no much		Much / Very much		N.A/ M.S
5.1. Classroom management involving refugee students	11	7,4%	**27**	18,2%	**52**	35,1%	47	31,8%	11
5.2. Techniques / methods of teaching Greek as a second language	10	6,8%	25	16,9%	42	28,4%	55	37,2%	16
5.3. Teaching in classes involving refugee students	10	6,8%	25	16,9%	42	28,4%	55	37,2%	16
5.4. Integration of refugee students into the school community	11	7,4%	31	20,9%	43	29,1%	50	33,8%	13
5.5. Development / selection of classroom teaching material for refugee students	9	6,1%	20	13,5%	40	27,0%	66	44,6%	13
5.6. Communicating with parents of refugee students	21	14,2%	24	16,2%	30	20,3%	55	37,2%	18

Table III.15: Facing difficulties now

Now	Not at all		Very little / A little		No little, no much		Much / Very much		N.A/ M.S
6.1. Classroom management involving refugee students	29	19,6%	54	36,5%	44	29,7%	20	13,5%	1
6.2. Techniques / methods of teaching Greek as a second language	25	16,9%	50	33,8%	50	33,8%	22	14,9%	1
6.3. Teaching in classes involving refugee students	36	24,3%	47	31,8%	43	29,1%	20	13,5%	2

6.4. Integration of refugee students into the school community	25	16,9%	59	39,9%	42	28,4%	19	12,8%	3
6.5. Development / selection of classroom teaching material for refugee students	23	15,5%	52	35,1%	48	32,4%	23	15,5%	2
6.6. Communicating with parents of refugee students	40	27,0%	40	27,0%	33	22,3%	32	21,6%	3

Table III.16: Comparison of facing difficulties before the program and now

	Not at all		Very little / A little		No little, no much		Much / Very much	
Before and now	now	before	now	before	now	before	now	before
Classroom management involving refugee students	19,6%	7,4%	36,5%	18,2%	29,7%	35,1%	13,5%	31,8%
Techniques / methods of teaching Greek as a second language	16,9%	6,8%	33,8%	16,9%	33,8%	28,4%	14,9%	37,2%
Teaching in classes involving refugee students	24,3%	6,8%	31,8%	16,9%	29,1%	28,4%	13,5%	37,2%
Integration of refugee students into the school community	16,9%	7,4%	39,9%	20,9%	28,4%	29,1%	12,8%	33,8%
Development / selection of classroom teaching material for refugee students	15,5%	6,1%	35,1%	13,5%	32,4%	27,0%	15,5%	44,6%
Communicating with parents of refugee students	27,0%	14,2%	27,0%	16,2%	22,3%	20,3%	21,6%	37,2%
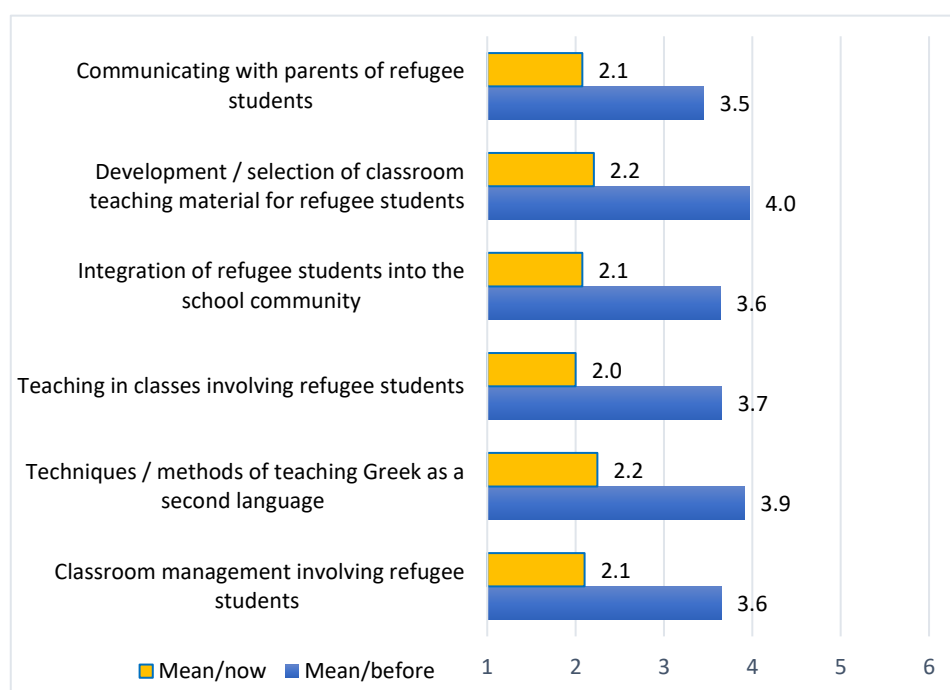
Figure III.2: Comparison of means regarding the difficulties facing before the program and now

The following tables (III.17-III.18) offer more clear insights regarding the occupational status and the specialty of people facing difficulties before and after the program and the extent to which these difficulties were finally reduced.

Table III.17: Difficulty reduce per occupational status (means)

Mean/now-Mean/before	Classroom management involving refugee students	Techniques / methods of teaching Greek as a second language	Teaching in classes involving refugee students	Integration of refugee students into the school community	Development / selection of classroom teaching material for refugee students	Communicating with parents of refugee students
Other	-1,6	-1,4	-1,1	-1,1	-1,4	-1,8
Teacher in Morning Mainstream Classes **without** refugee students	-1,3	-1,7	-1,1	-1,0	-1,2	-1,2
Teacher in Morning Mainstream Classes **with** refugee students	-1,7	-1,5	-2,1	-2,0	-1,9	-1,3
Teacher in Reception	-1,7	-1,7	-2,1	-1,2	-2,0	-1,4

Facilities for Refugee Education (DYEP)						
Teacher in Reception Classes with refugee students (ΤΥ ΖΕΠ)	-1,7	-1,9	-1,4	-1,5	-1,9	-1,2
Teacher in **Structures of Non-Formal Education for Refugees (**within or outside refugee hosting centers)	-1,2	-1,8	-1,2	-1,4	-1,8	-1,2
Teacher in **Intercultural School**	-1,8	-1,7	-2,3	-2,0	-1,7	-1,0
Principal in School with refugee students	-0,7	-2,0	-1,6	-1,8	-1,9	-1,5
SEE (Educational Project Coordinator)	-2,7	-1,7	-3,0	-2,0	-2,7	-2,0
SEP (Coordinator for Refugee Education)	-1,4	-1,5	-1,5	-1,8	-1,7	-1,6
Total	-1,5	-1,7	-1,7	-1,6	-1,8	-1,4

Table III.18: Difficulty reduce per specialty (means)

Mean/now-Mean/before	Classroom management involving refugee students	Techniques / methods of teaching Greek as a second language	Teaching in classes involving refugee students	Integration of refugee students into the school community	Development / selection of classroom teaching material for refugee students	Communicating with parents of refugee students
Philologist	-1,6	-1,6	-1,5	-1,5	-1,7	-0,9
Natural sciences and mathematics	-1,1	-1,9	-1,6	-1,2	-1,0	-1,3
Technological specialties	-1,1	-2,2	-2,0	-1,5	-2,5	-1,3
Foreign languages	-1,8	-1,2	-2,3	-1,7	-1,7	-2,1
Kindergarten	-1,0	-1,0	-1,4	-1,1	-1,0	-1,0
Teacher	-1,6	-1,8	-1,4	-1,7	-1,8	-1,4
Other	-1,9	-1,6	-2,0	-1,7	-2,1	-1,5
Total	-1,5	-1,7	-1,7	-1,6	-1,8	-1,4

With regards to participants' satisfaction there is strong belief that all aspects of the program fulfilled participants' expectations. In a six-scale rating all parameters received a more than 4,4 score, with Information regarding the program, goals and expected results and organization of the program options receiving more than 5,0 (see Figure III.3).
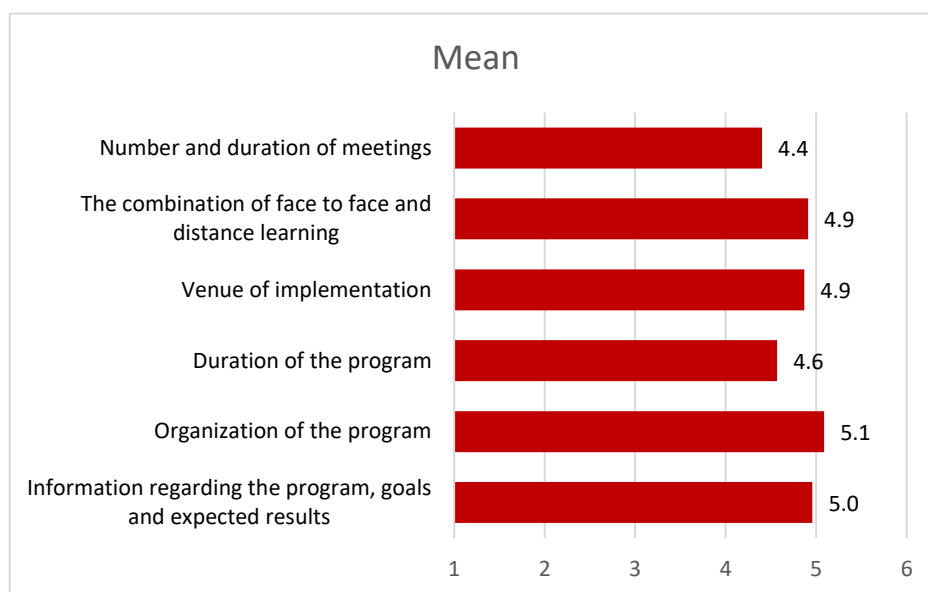
Figure III.3: Satisfaction regarding the program in general

More specific results from the responses of participants depending on the city of training implementation are shown in Table III.19. The program in Athens has received the highest ratings in all aspects discussed, while it is wort to mention that ratings under 4 are a not significant minority.

Table III.19: Satisfaction regarding the program (responses per city)

		Information regarding the program, goals and expected results	Organization of the program	Duration of the program	Venue of implementation	The combination of face to face and distance learning	Number and duration of meetings
Athens (v=18)	Mean	5,39	5,50	5,00	5,61	5,44	5,06
Volos (v=30)	Mean	5,07	5,13	4,72	4,77	4,77	4,50
Heraklion (v=3)	Mean	3,33	4,67	5,67	3,33	4,67	3,67
Ioannina (v=21)	Mean	5,38	5,67	4,81	5,52	5,38	4,67
Kavala (v=12)	Mean	4,33	4,42	4,00	4,42	4,83	4,08
Larissa (v=21)	Mean	4,81	4,86	4,14	5,05	4,80	4,43
Patras (v=11)	Mean	4,82	4,73	4,00	4,45	4,55	4,09
Tripoli (v=13	Mean	5,00	4,92	4,38	4,77	4,69	4,15
Chania (v=18)	Mean	4,78	5,06	4,78	4,18	4,67	3,94
Total (v=147)	Mean	4,96	5,09	4,57	4,87	4,91	4,40
	Std. D.	1,1	1,0	1,1	1,3	1,2	1,4

When recipients of the questionnaires were asked to assess the program in terms of the training - learning aspects, again positive responses are very high. Encouragement of participation, teamwork and dialogue and comfort to express questions, experiences, opinions and disagreements are both rated with 5,5 in a 6-scale rating (Figure III.3).

Mean

Aspect	Rating
The program fulfills my training needs	4.7
There is a sufficient link between education and the needs and experiences of the…	4.9
There is encouragement of participation, teamwork and dialogue	5.5
I feel comfortable to express my questions, experiences, opinions and disagreements	5.5
The adequacy of the trainers	5.3
Trainers offer encouragement and support	5.3
The educational material of the program	5.0
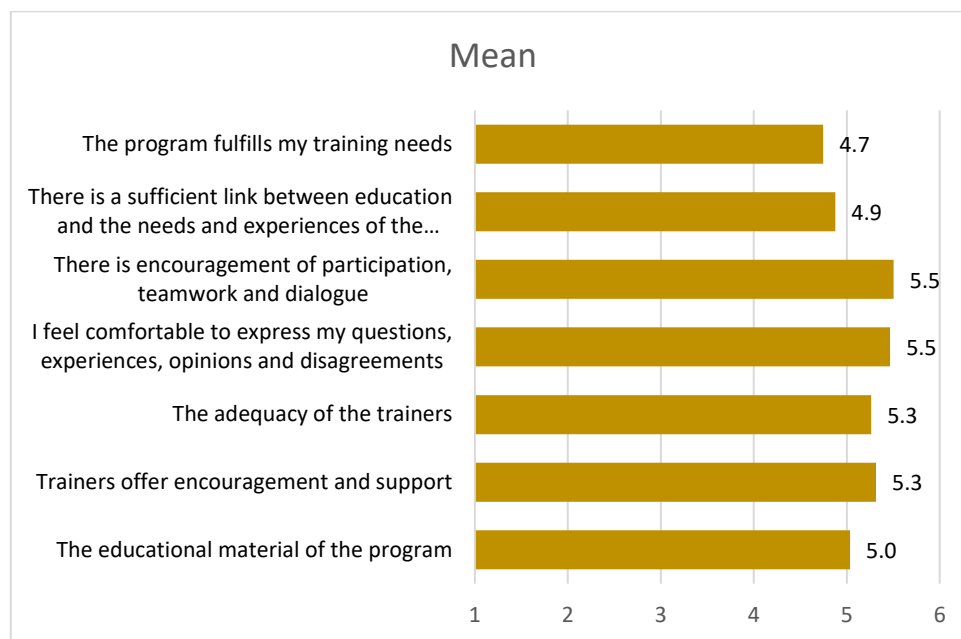
Figure III.3: Satisfaction regarding training - learning aspects of the program

Again, more specific results from the responses of participants depending on the city of training implementation are shown in Table III.20. Once more the program in Athens has received the highest ratings in all aspects discussed and again ratings under 4 are an insignificant minority.

Table III.20: Satisfaction regarding training - learning aspects of the program (responses per city)

		The educational material of the program	Trainers offer encouragement and support	The adequacy of the trainers	I feel comfortable to express my questions, experiences, opinions and disagreements	There is encouragement of participation, teamwork and dialogue	There is a sufficient link between education and the needs and experiences of the participants	The program fulfills my training needs
Athens (v=18)	Mean	5,4	5,7	5,8	5,7	5,7	5,4	5,3
Volos (v=30)	Mean	5,0	5,2	5,2	5,6	5,5	4,9	4,6
Heraklion (v=3)	Mean	4,0	5,3	5,7	5,3	5,0	3,7	3,3
Ioannina (v=21)	Mean	5,4	5,7	5,8	5,6	5,7	5,2	5,3
Kavala (v=12)	Mean	4,8	4,8	4,8	5,4	5,2	4,1	4,2
Larissa (v=21)	Mean	5,0	5,2	5,2	5,2	5,3	4,8	4,7
Patras (v=11)	Mean	4,5	5,3	5,2	5,2	5,3	4,6	4,2
Tripoli (v=12)	Mean	5,4	5,4	5,3	5,5	5,6	5,1	5,1
Chania (v=18)	Mean	4,7	5,1	4,6	5,4	5,7	4,8	4,6
Total (v=146)	Mean	5,0	5,3	5,3	5,5	5,5	4,9	4,7
	Std. D	1,0	0,8	1,1	0,8	0,8	1,1	1,2

The platform of the program was designed in a way to provide trainees with additional opportunities for learning and interaction among them. All aspects related to the platform received a more than 4,2 in a 6-scale rating, while the user-friendly and compatible with participants' knowledge and skills character was at top with 5,22 (Figure III.5). Specific results from the responses of participants depending on the city of training implementation are shown in Table 22. The degree to which involvement and interaction, and the technical support seem to obtain less high ratings, especially in Heraklion and Patras; however, the large majority of the responses have a positive view (see Table III.21).
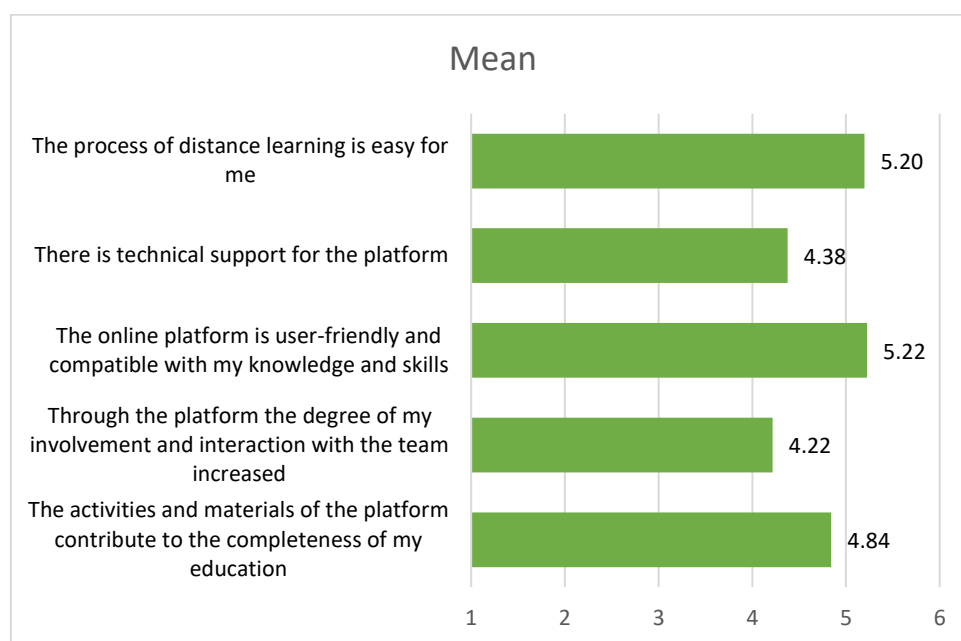
Figure III.5: Assessment of the platform

Table III.21: Assessment of the platform (responses per city)

		The activities and materials of the platform contribute to the completeness of my education	Through the platform the degree of my involvement and interaction with the team increased	The online platform is user-friendly and compatible with my knowledge and skills	There is technical support for the platform	The process of distance learning is easy for me
Athens (v=18)	Mean	4,78	3,94	4,78	4,28	4,67
Volos (v=30)	Mean	5,00	4,57	5,37	4,40	5,20
Heraklion (v=3)	Mean	3,67	3,67	5,67	2,33	5,67
Ioannina (v=21)	Mean	5,10	4,57	5,43	4,67	5,57
Kavala (v=12)	Mean	4,42	3,75	5,17	4,92	5,25
Larissa (v=21)	Mean	4,95	4,14	5,14	4,33	5,43
Patras (v=11)	Mean	4,45	3,55	4,82	3,73	4,73
Tripoli (v=13)	Mean	4,85	4,62	5,62	4,00	5,46
Chania (v=18)	Mean	4,94	4,11	5,22	4,78	5,00
Total (v=146)	Mean	4,84	4,22	5,22	4,38	5,20
	Std. D	1,12	1,36	0,92	1,78	1,21

The following chart confirms findings from the qualitative part and reveals once more that the program is quite participatory. In particular, only 6% of people asked to respond to the questionnaire stated that time allocated to participatory activities was less than 20% of the total available time (see Figure III.6).
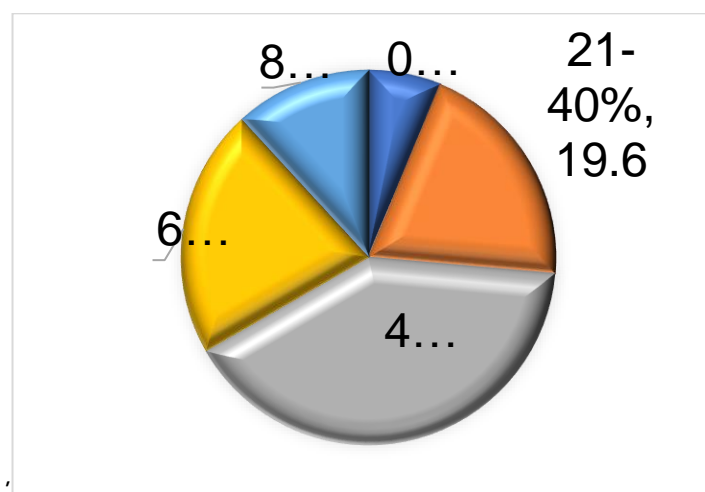
Figure III.6: Time devoted to participatory / experiential activities

Table III.22: Time devoted to participatory / experiential activities (per city)

	Mean	N	Std. Dev.
Athens	67,1	18	19,3
Volos	47,0	28	16,6
Heraklion	39,0	3	21,5
Ioannina	69,2	21	18,4
Kavala	40,8	11	18,7
Larissa	52,8	21	17,1
Patras	48,3	11	19,9
Tripoli	61,5	13	17,3
Chania	45,5	18	26,1
Total)	54,2	144	21,2

At this point it is important to analyze data related to the expectations of participants before the program and the extent to which these expectations are met during the implementation of the program. Table III.23 and Figure III.7 provide data that reveal a positive relation between these two aspects. More particularly, *Using different educational techniques with refugee students* (79,1%), *Classroom management classes with refugee and mixed class students* (71,6%) and *Emphasis on Differentiated Teaching* (70,9%) were at the top of

expectations according to participants' responses. In addition, these expectations seem to have been met at a great extent (4,3 for c*lassroom management classes with refugee and mixed class students* and e*mphasis on Differentiated Teaching* and 4,4 for the use of *different educational techniques with refugee students).*

Table III.23: Expectations before the program / extent of fulfillment

	N	%	IF YES, TO WHICH EXTENT	
			Mean (1.....6), 0=N.A	St.D.
A. Be more competent as teacher in:				
1. Refugee education in different educational contexts	74	50,0	4,2	1,3
2. Classroom management classes with refugee and mixed class students	106	71,6	4,3	1,2
3. The teaching of Greek as a second language	91	61,5	4,1	1,4
4. Using different educational techniques with refugee students	117	79,1	4,4	1,2
5. Using these techniques also in conventional classes	67	45,3	3,9	1,6
6. Affect colleagues for accepting refugee students	50	33,8	3,9	1,8
B. The program has:				
7. Emphasis on practical issues and on everyday educational practices	102	68,9	4,1	1,3
8. Presentation of case studies and good practices	97	65,5	4,3	1,3
9. Face-to-face meetings based on participatory and experiential approaches	59	39,9	4,2	1,5
10. Emphasis on the rights of children and the living conditions of refugee children	58	39,2	4,6	1,5
11. Emphasis on Differentiated Teaching	105	70,9	4,3	1,3
12. Emphasis on issues of intercultural education	98	66,2	4,7	1,4
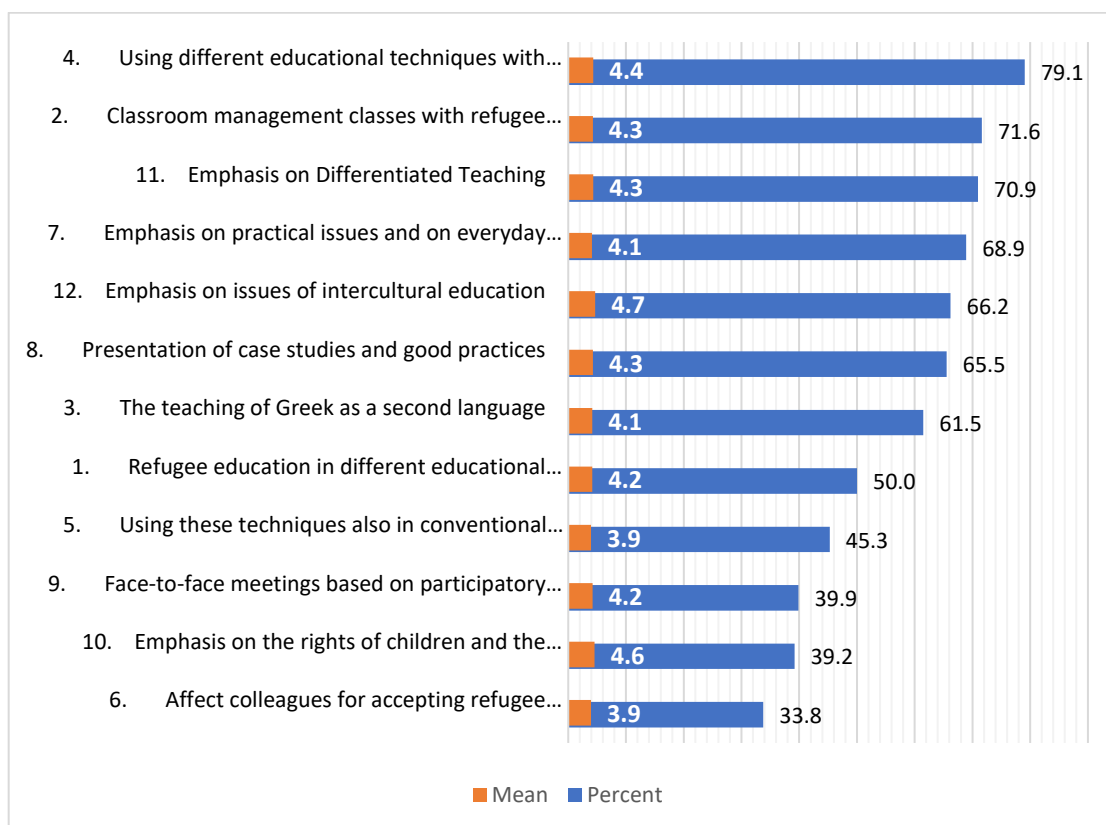
Figure III.7: Expectations before the program / extent of fulfillment

Chart data:

Item	Mean	Percent
4. Using different educational techniques with…	4.4	79.1
2. Classroom management classes with refugee…	4.3	71.6
11. Emphasis on Differentiated Teaching	4.3	70.9
7. Emphasis on practical issues and on everyday…	4.1	68.9
12. Emphasis on issues of intercultural education	4.7	66.2
8. Presentation of case studies and good practices	4.3	65.5
3. The teaching of Greek as a second language	4.1	61.5
1. Refugee education in different educational…	4.2	50.0
5. Using these techniques also in conventional…	3.9	45.3
9. Face-to-face meetings based on participatory…	4.2	39.9
10. Emphasis on the rights of children and the…	4.6	39.2
6. Affect colleagues for accepting refugee…	3.9	33.8

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΕΝΔΙΑΜΕΣΗΣ ΑΠΟΤΙΜΗΣΗΣ

Το ερωτηματολόγιο αυτό έχει ως στόχο την αποτύπωση των απόψεων σας για το πρόγραμμα που παρακολουθείτε και εντάσσεται στο πλαίσιο της αξιολόγησης και αναβάθμισης των προγραμμάτων για την επιμόρφωση εκπαιδευτικών. **Η γνώμη σας είναι πολύτιμη** *και σας παρακαλούμε να αφιερώσετε 10-12 λεπτά που απαιτούνται για τη συμπλήρωση των ερωτήσεων.*

Το ερωτηματολόγιο είναι ανώνυμο και τα δεδομένα θα χρησιμοποιηθούν αποκλειστικά για την αποτίμηση του προγράμματος. **Ευχαριστούμε θερμά για τη συμβολή σας!**

Το διάβασα και συμφωνώ - *(υποχρεωτικό πεδίο)*

1. Πόλη υλοποίησης του σεμιναρίου: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

1. Αθήνα	
2. Βόλος	
3. Ηράκλειο	
4. Θεσσαλονίκη	
5. Θήβα	
6. Ιωάννινα	
7. Καβάλα	
8. Λάρισα	
9. Πάτρα	
10. Τρίπολη	
11. Χαλκίδα	
12. Χανιά	
13. …………..	

2. Φορέας υλοποίησης του σεμιναρίου: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

1. Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης	
2. Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών	
3. Πανεπιστήμιο Θεσσαλίας-Πανεπιστήμιο Ιωαννίνων-Πανεπιστήμιο Κρήτης	

3. Εργάζεστε ως: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

1. Εκπαιδευτικός σε τυπική πρωινή τάξη **χωρίς** μαθητές πρόσφυγες	
2. Εκπαιδευτικός σε τάξη στην οποία **συμμετέχουν** μαθητές πρόσφυγες	
3. Εκπαιδευτικός σε Δομή Υποδοχής για την Εκπαίδευση Προσφύγων (**ΔΥΕΠ**)	
4. Εκπαιδευτικός σε Τάξη Υποδοχής που φιλοξενεί παιδιά πρόσφυγες (ΤΥ ΖΕΠ)	
5. Εκπαιδευτικός **σε δομή μη τυπικής εκπαίδευσης που απευθύνεται σε πρόσφυγες (**εντός ή εκτός κέντρων φιλοξενίας προσφύγων)	

6. Εκπαιδευτικός **σε Διαπολιτισμικό** Σχολείο	
7. Διευθυντής /-τρια Σχολικής Μονάδας στην οποία φοιτούν μαθητές πρόσφυγες	
8. Εκπαιδευτικός σε ΣΔΕ (Σχολείο Δεύτερης Ευκαιρίας) με ενηλίκους πρόσφυγες	
9. ΣΕΕ (Συντονιστής Εκπαιδευτικού Έργου)	
10. ΣΕΠ (Συντονιστής Εκπαίδευσης Προσφύγων)	
11. Άλλο (παρακαλώ προσδιορίστε):	

4. Διατυπώστε την άποψή σας σχετικά με τη χρησιμότητα των επιμέρους αξόνων του προγράμματος: *(Κυκλώστε τον αριθμό που σας εκφράζει καλύτερα σε κάθε πρόταση)*

1 Καθόλου	2 Πολύ λίγο	3 Λίγο	4 Μέτρια	5 Πολύ	6 Πάρα πολύ	Δεν απαντώ

	Καθόλου………..Πάρα πολύ 1…2…3…4…5…6	Δεν απαντώ
1. Μεθοδολογία της διδασκαλίας της ελληνικής ως δεύτερης γλώσσας		
2. Διδασκαλία μη γλωσσικών μαθημάτων		
3. Διαφοροποιημένη διδασκαλία		
4. Ανάπτυξη συμμετοχικών δραστηριοτήτων για τη διδασκαλία της γλώσσας με εστίαση στην πολύπλευρη ανάπτυξη δεξιοτήτων		
5. Πρόσφυγες, εκπαίδευση προσφύγων και ζητήματα διαπολιτισμικής επικοινωνίας		
6. Διαχείριση τάξης σε πολυγλωσσικά και πολυπολιτισμικά πλαίσια		
7. Δικαιώματα του παιδιού και γονεϊκή εμπλοκή		
8. Ανάπτυξη/επιλογή εκπαιδευτικού υλικού		
9. Ψυχοκοινωνικές προκλήσεις στην εκπαίδευση προσφύγων		

5. Σε ποιο βαθμό αντιμετωπίζατε τις παρακάτω δυσκολίες **πριν** το πρόγραμμα:
   (Κυκλώστε τον αριθμό που σας εκφράζει καλύτερα σε κάθε πρόταση)

	Καθόλου………..Πάρα πολύ 1…2…3…4…5…6	Δεν απαντώ
1. Διαχείριση τάξης στην οποία συμμετέχουν μαθητές πρόσφυγες		
2. Τεχνικές/τρόπους διδασκαλίας της ελληνικής ως δεύτερης γλώσσας		
3. Διδασκαλία σε τάξεις στις οποίες συμμετέχουν μαθητές πρόσφυγες		
4. Ένταξη μαθητών προσφύγων στην σχολική κοινότητα		
5. Ανάπτυξη/επιλογή διδακτικού υλικού για την τάξη με μαθητές πρόσφυγες		
6. Επικοινωνία με γονείς μαθητών προσφύγων		

6. Σε ποιο βαθμό έχετε τις παρακάτω δυσκολίες **τώρα**.
   (Κυκλώστε τον αριθμό που σας εκφράζει καλύτερα σε κάθε πρόταση)

	Καθόλου………..Πάρα πολύ 1…2…3…4…5…6	Δεν απαντώ
1. Διαχείριση τάξης στην οποία συμμετέχουν μαθητές πρόσφυγες		
2. Τεχνικές/τρόπους διδασκαλίας της ελληνικής ως δεύτερης γλώσσας		
3. Διδασκαλία σε τάξεις στις οποίες συμμετέχουν μαθητές πρόσφυγες		
4. Ένταξη μαθητών προσφύγων στην σχολική κοινότητα		
5. Ανάπτυξη/επιλογή διδακτικού υλικού για την τάξη με μαθητές πρόσφυγες		
6. Επικοινωνία με γονείς μαθητών προσφύγων		

7. Πόσο ικανοποιημένος/η είστε ως προς τα παρακάτω έως τώρα:
   (Κυκλώστε τον αριθμό που σας εκφράζει καλύτερα σε κάθε πρόταση)

	Καθόλου………..Πάρα πολύ 1…2…3…4…5…6	Δεν απαντώ
1. Πληρότητα της ενημέρωσης για το πρόγραμμα, τους στόχους και τα προσδοκώμενα αποτελέσματα		
2. Οργάνωση του προγράμματος		
3. Διάρκεια του προγράμματος		
4. Χώρος υλοποίησης		
5. Ο συνδυασμός διά ζώσης και εξ αποστάσεως εκπαίδευσης		

6. Αριθμός και διάρκεια δια ζώσης συναντήσεων		

8. Αξιολογήστε το πρόγραμμα ως προς τα παρακάτω:
   (Κυκλώστε τον αριθμό που σας εκφράζει καλύτερα σε κάθε πρόταση)

	Καθόλου...........Πάρα πολύ 1...2...3...4...5...6	Δεν απαντώ
1. Το εκπαιδευτικό υλικό του προγράμματος		
2. Οι εκπαιδευτές προσφέρουν ενθάρρυνση και υποστήριξη		
3. Η επάρκεια των εκπαιδευτών		
4. Αισθάνομαι άνεση να εκφράσω τα ερωτήματα, τις εμπειρίες, τις απόψεις και τις διαφωνίες μου		
5. Υπάρχει ενθάρρυνση της συμμετοχής, της ομαδικής εργασίας και του διαλόγου		
6. Υπάρχει επαρκής σύνδεση της εκπαίδευσης με τις ανάγκες και τις εμπειρίες των συμμετεχόντων		
7. Το πρόγραμμα καλύπτει τις εκπαιδευτικές μου ανάγκες		

9. Αξιολογήστε την πλατφόρμα του προγράμματος ως προς τα παρακάτω:
   (Κυκλώστε τον αριθμό που σας εκφράζει καλύτερα σε κάθε πρόταση)

	Καθόλου...........Πάρα πολύ 1...2...3...4...5...6	Δεν απαντώ
1. Οι δραστηριότητες και τα υλικά της πλατφόρμας συνεισφέρουν στην πληρότητα της εκπαίδευσής μου		
2. Μέσω της πλατφόρμας αυξήθηκε ο βαθμός συμμετοχής μου και αλληλεπίδρασης με την ομάδα		
3. Η ηλεκτρονική πλατφόρμα είναι φιλική στη χρήση και συμβατή με τις γνώσεις και τις δεξιότητές μου		
4. Υπάρχει τεχνική υποστήριξη για την πλατφόρμα		
5. Η διαδικασία της εξ αποστάσεως εκπαίδευσης είναι διευκολυντική για εμένα		

10. Στις διά ζώσης συναντήσεις, ο χρόνος που αφιερώθηκε σε συμμετοχικές / βιωματικές δραστηριότητες το ποσοστό του συνολικού χρόνου είναι: *(κυκλώστε το ποσοστό που αντιστοιχεί)*
    0%.....10%.....20%.....30%......40%......50%.....60%.....70%.....80%.....90%.....100%

11. Ποιες από τις παρακάτω προσδοκίες είχατε πριν την παρακολούθηση του προγράμματος και σε ποιο βαθμό έχουν εκπληρωθεί μέχρι τώρα;
(Κυκλώστε τον αριθμό που σας εκφράζει καλύτερα σε κάθε πρόταση)

	ΟΧΙ	ΝΑΙ	ΑΝ ΝΑΙ, ΣΕ ΠΟΙΟ ΒΑΘΜΟ ΕΚΠΛΗΡΩΘΗΚΕ Καθόλου…………Πάρα πολύ 1…2…3…4…5…6	Δεν απαντώ
Α. Να είμαι περισσότερο επαρκής ως εκπαιδευτικός				
1. Στην εκπαίδευση των προσφύγων σε διαφορετικά εκπαιδευτικά πλαίσια				
2. Στη διαχείριση τάξεων τάξεις με μαθητές πρόσφυγες και μικτών τάξεων				
3. Στη διδασκαλία των ελληνικών ως δεύτερη γλώσσα				
4. Στη χρήση διαφορετικών εκπαιδευτικών τεχνικών με μαθητές πρόσφυγες				
5. Στη χρήση αυτών των τεχνικών και σε συμβατικές τάξεις				
6. Να επηρεάσω συναδέλφους για την αποδοχή των προσφύγων μαθητών				
Β. Το πρόγραμμα να έχει:				
7. Έμφαση στα πρακτικά ζητήματα και στις καθημερινές εκπαιδευτικές πρακτικές				
8. Παρουσίαση μελετών περίπτωσης και καλών πρακτικών				
9. Πρόσωπο με πρόσωπο συναντήσεις που να βασίζονται σε συμμετοχικές και βιωματικές προσεγγίσεις				
10. Έμφαση στα δικαιώματα των παιδιών και τις συνθήκες διαβίωσης των παιδιών προσφύγων				
11. Έμφαση στην διαφοροποιημένη διδασκαλία				
12. Έμφαση σε ζητήματα διαπολιτισμικής εκπαίδευσης				

12. Φύλο:

1. Άνδρας	
2. Γυναίκα	
3. Άλλο	

13. Ηλικία: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

1) 23-35 χρόνων	
2) 36-45 χρόνων	
3) 46-55 χρόνων	
4) 56 -65 χρόνων	

14. Εργάζεστε στην: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

1. Προσχολική Εκπαίδευση	
2. Πρωτοβάθμια Εκπαίδευση	
3. Δευτεροβάθμια Εκπαίδευση (Γυμνάσιο)	
4. Δευτεροβάθμια Εκπαίδευση (ΓΕΛ)	
5. Δευτεροβάθμια Εκπαίδευση (ΕΠΑΛ)	
6. Άλλο (παρακαλώ προσδιορίστε): ……………………..	

15. Σχέση εργασίας: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

1. ΜΟΝΙΜΟΣ εκπαιδευτικός	
2. ΑΝΑΠΛΗΡΩΤΗΣ εκπαιδευτικός	
3. ΩΡΟΜΙΣΘΙΟΣ εκπαιδευτικός	
4. Φοιτητής/τρια	
5. Άλλο (παρακαλώ προσδιορίστε): ……………………..	

16. Επίπεδο εκπαίδευση: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

1. Πτυχίο Τριτοβάθμιας Εκπαίδευσης	
2. Μεταπτυχιακό Δίπλωμα	
3. Διδακτορικό	
4. Άλλο (παρακαλώ προσδιορίστε): ……………………..	

17. Ειδικότητα: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

1. Φιλόλογος	
2. Φυσικές επιστήμες και μαθηματικά	
3. Τεχνολογικές ειδικότητες	
4. Ξένες γλώσσες	
5. Νηπιαγωγός	
6. Δάσκαλος/α	
7. Άλλο	

18. Προηγούμενη επιμόρφωση σε διαπολιτισμική εκπαίδευση: *(σημειώστε όσα ισχύουν)*

1. Χωρίς προηγούμενη σχετική επιμόρφωση	
2. Εκπαιδευτικά σεμινάρια	
3. Μεταπτυχιακού επιπέδου	
4. Άλλο	

19. Χρόνια υπηρεσίας στην εκπαίδευσης:
    (σημειώστε με Χ στο αντίστοιχο κουτάκι)

0 - 1 χρόνια	
2 - 5 χρόνια	
6 - 10 χρόνια	
10-15 χρόνια	
16+ χρόνια	
Δεν έχω υπηρεσία στην εκπαίδευση	

20. Χρόνια υπηρεσίας στη διαπολιτισμική εκπαίδευση:
    (σημειώστε με Χ στο αντίστοιχο κουτάκι)

0-1 χρόνια	
2-5 χρόνια	
6-10 χρόνια	
11-15 χρόνια	
16+ χρόνια	

Ευχαριστούμε πολύ !

INTERIM ASSESSMENT QUESTIONNAIRE

This questionnaire aims to outline your views on the program you are taking part in and is part of the assessment and improvement of teacher education programs. **Your opinion is valuable** *and we ask you to devote 10-12 minutes to complete the questions.*
The questionnaire is anonymous and the data will only be used to assess the program. **Thank you very much for your contribution!**

I read it and agree - (mandatory field)

1. City of seminar implementation*: (please place X in the appropriate box)*

1. Athens	
2. Volos	
3. Heraklion	
4. Thessaloniki	
5. Thebes	
6. Ioannina	
7. Kavala	
8. Larissa	
9. Patras	
10. Tripoli	
11. Chalkida	
12. Chania	
13.	

2. Organization of the seminar: *(please place X in the appropriate box)*

1. Aristotle University of Thessaloniki	
2. National and Kapodistrian University of Athens	
3. University of Thessaly - University of Ioannina - University of Crete	

3. You are currently working as: *(please place X in the appropriate box)*

12. Teacher in Morning Mainstream Classes **without** refugee students	
13. Teacher in Morning Mainstream Classes **with** refugee students	
14. Teacher in Reception Facilities for Refugee Education (DYEP)	
15. Teacher in Reception Classes with refugee students (ΤΥ ΖΕΠ)	
16. Teacher in **Structures of Non-Formal Education for Refugees (**within or	

outside refugee hosting centers)	
17. Teacher in **Intercultural School**	
18. Principal in School with refugee students	
19. Teacher in Second Chance School with refugee adults	
20. SEE (Educational Project Coordinator)	
21. SEP (Coordinator for Refugee Education)	
22. Other (please specify):	

4. Give your opinion on the extent to which the following axes of the program were useful:
(Circle the number that best fits your suggestion)

1 Not at all	2 Very little	3 A little	4 No little, no much	5 Much	6 Very much	I do not answer

	Not at all………..Very much 1…2…3…4…5…6	I do not answer
1. Methodology of the teaching of Greek as a second language		
2. Teaching non-language courses		
3. Differentiated teaching		
4. Develop participatory activities for language teaching focusing on multi-faceted skills development		
5. Refugees, refugee education and intercultural communication issues		
6. Classroom management in multilingual and multicultural contexts		
7. Rights of the child and parental involvement		
8. Development / selection of educational material		
9. Psycho-social challenges in refugee education		

5. To what extent did you face the following difficulties **before** the program:
   (Circle the number that best fits your suggestion)

	Not at all………..Very much 1…2…3…4…5…6	I do not answer
1. Classroom management involving refugee students		
2. Techniques / methods of teaching Greek as a second language		
3. Teaching in classes involving refugee students		
4. Integration of refugee students into the school community		
5. Development / selection of classroom teaching material for refugee students		
6. Communicating with parents of refugee students		

6. To which extent do you face the following difficulties **now:** *(Circle the number that best fits your suggestion)*

	Not at all………..Very much 1…2…3…4…5…6	I do not answer
1. Classroom management involving refugee students		
2. Techniques / ways of teaching Greek as a second language		
3. Teaching in classes involving refugee students		
4. Integration of refugee students into the school community		
5. Development / selection of classroom teaching material for refugee students		
6. Communicating with parents of refugee students		

7. How satisfied you are until now regarding the following:
   (Circle the number that best fits your suggestion)

	Not at all………..Very much 1…2…3…4…5…6	I do not answer
1. Information regarding the program, goals and expected results		
2. Organization of the program		
3. Duration of the program		
4. Venue of implementation		
5. The combination of face to face and distance learning		
6. Number and duration of meetings		

8. Please assess the program regarding the following:
   (Circle the number that best fits your suggestion)

	Not at all………..Very much 1…2…3…4…5…6	I do not answer
1. The educational material of the program		
2. Trainers offer encouragement and support		
3. The adequacy of the trainers		
4. I feel comfortable to express my questions, experiences, opinions and disagreements		
5. There is encouragement of participation, teamwork and dialogue		
6. There is a sufficient link between education and the needs and experiences of the participants		
7. The program fulfills my training needs		

9. Please assess the platform of the program regarding the following:
   (Circle the number that best fits your suggestion)

	Not at all………..Very much 1…2…3…4…5…6	I do not answer
1. The activities and materials of the platform contribute to the completeness of my education		
2. Through the platform the degree of my involvement and interaction with the team increased		
3. The online platform is user-friendly and compatible with my knowledge and skills		
4. There is technical support for the platform		
5. The process of distance learning is easy for me		

10. At face to face meetings, the time devoted to participatory / experiential activities the percentage of total time is: *(circle the percentage that corresponds)*

    0%…..10%.....20%.....30%......40%......50%.....60%.....70%.....80%.....90%.....100%

11. Which of the following expectations did you have before the program you took part in and to what extent have they been fulfilled so far?
    (Circle the number that best fits your suggestion)

	NO	YES	IF YES, TO WHICH EXTENT Not at all………..Very much 1…2…3…4…5…6	I do not answer

A. Be more competent as teacher in:				
1. Refugee education in different educational contexts				
2. Classroom management classes with refugee and mixed class students				
3. The teaching of Greek as a second language				
4. Using different educational techniques with refugee students				
5. Using these techniques also in conventional classes				
6. Affect colleagues for accepting refugee students				
B. The program has:				
7. Emphasis on practical issues and on everyday educational practices				
8. Presentation of case studies and good practices				
9. Face-to-face meetings based on participatory and experiential approaches				
10. Emphasis on the rights of children and the living conditions of refugee children				
11. Emphasis on Differentiated Teaching				
12. Emphasis on issues of intercultural education				

12. Sex: *(please check where appropriate)*

1. Male	
2. Female	
3. Other	

13. Age: *(please check where appropriate)*

1. 23-35	
2. 36-45	
3. 46-55	
4. 56 -65	

14. You work in: *(please check where appropriate)*

1. Pre-school education	
2. Primary Education	
3. Secondary Education (Gymnasium)	
4. Secondary Education (GEL)	
5. Secondary Education (EPAL)	
6. Other (please specify):	

15. occupational status: *(please check where appropriate)*

1. PERMANENT TEACHER	
2. DEPUTY TEACHER	
3. HOURLY PAID TEACHER	
4. University Student	
5. Other (please specify):	

16. Education level: *(please check where appropriate)*

1. Higher Education Degree	
2. Post graduate Diploma	
3. PhD	
4. Other (please specify):	

17. Specialty: *(please check where appropriate)*

1. Philologist	
2. Natural sciences and mathematics	
3. Technological specialties	
4. Foreign languages	
5. Kindergarten	
6. Teacher	
7. Other	

18. Previous training in intercultural education: *(please check where appropriate)*

1. Without previous relevant training	
2. Training seminars	
3. Post graduate level	
4. Other	

19. Years of service in Education:
(please check where appropriate)

0 - 1 year	
2 - 5 years	
6 - 10 years	
11-15 years	
16 + years	
No experience in Education	

20. Years of service in Intercultural Education:
(please check where appropriate)

0-1 years	
2-5 years	
6-10 years	
11-15 years	
16 + years	

Thank you!

ANNEX VI: FINAL QUESTIONNAIRE / TRAINEES (IN GREEK)

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΤΕΛΙΚΗΣ ΑΠΟΤΙΜΗΣΗΣ

Το ερωτηματολόγιο αυτό έχει ως στόχο την αποτύπωση των άπόψεων σας για το πρόγραμμα που παρακολουθήσατε και εντάσσεται στο πλαίσιο της αξιολόγησης και αναβάθμισης των προγραμμάτων για την επιμόρφωση εκπαιδευτικών. **Η γνώμη σας είναι πολύτιμη** *και σας παρακαλούμε να αφιερώσετε 10-12 λεπτά που απαιτούνται για τη συμπλήρωση των ερωτήσεων.*

Το ερωτηματολόγιο είναι ανώνυμο και τα δεδομένα θα χρησιμοποιηθούν αποκλειστικά για την αποτίμηση του προγράμματος. **Ευχαριστούμε θερμά για τη συμβολή σας!**

Το διάβασα και συμφωνώ *-(υποχρεωτικό πεδίο)*

1. Πόλη υλοποίησης του σεμιναρίου: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

1. Αθήνα	
2. Βόλος	
3. Ηράκλειο	
4. Θεσσαλονίκη	
5. Θήβα	
6. Ιωάννινα	
7. Καβάλα	
8. Λάρισα	
9. Πάτρα	
10. Τρίπολη	
11. Χαλκίδα	
12. Χανιά	
13. ………….	

2. Φορέας υλοποίησης του σεμιναρίου: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

1. Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης	
2. Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών	
3. Πανεπιστήμιο Θεσσαλίας-Πανεπιστήμιο Ιωαννίνων-Πανεπιστήμιο Κρήτης	

3. Εργάζεστε ως: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

1. Εκπαιδευτικός σε τυπική πρωινή τάξη **χωρίς** μαθητές πρόσφυγες	
2. Εκπαιδευτικός σε τάξη στην οποία **συμμετέχουν** μαθητές πρόσφυγες	
3. Εκπαιδευτικός σε Δομή Υποδοχής για την Εκπαίδευση Προσφύγων (**ΔΥΕΠ**)	
4. Εκπαιδευτικός σε Τάξη Υποδοχής που φιλοξενεί παιδιά πρόσφυγες (ΤΥ ΖΕΠ)	

5.	Εκπαιδευτικός **σε δομή μη τυπικής εκπαίδευσης που απευθύνεται σε πρόσφυγες (**εντός ή εκτός κέντρων φιλοξενίας προσφύγων)	
6.	Εκπαιδευτικός **σε Διαπολιτισμικό** Σχολείο	
7.	Διευθυντής /-τρια Σχολικής Μονάδας στην οποία φοιτούν μαθητές πρόσφυγες	
8.	Εκπαιδευτικός σε ΣΔΕ (Σχολείο Δεύτερης Ευκαιρίας) με ενηλίκους πρόσφυγες	
9.	ΣΕΕ (Συντονιστής Εκπαιδευτικού Έργου)	
10.	ΣΕΠ (Συντονιστής Εκπαίδευσης Προσφύγων)	
11.	Άλλο (παρακαλώ προσδιορίστε):	

4. Διατυπώστε την άποψή σας στα παρακάτω: *(Κυκλώστε τον αριθμό που σας εκφράζει καλύτερα σε κάθε πρόταση)*

0	1	2	3	4	5	Δεν
Καθόλου	Πολύ λίγο	Λίγο	Μέτρια	Πολύ	Πάρα πολύ	απαντώ

	Καθόλου...........Πάρα πολύ 0...1...2...3...5	Δεν απαντώ
1. Το πρόγραμμα με βοήθησε να εμπλουτίσω τις γνώσεις μου στο αντικείμενο επιμόρφωσης.		
2. Μετά την παρακολούθηση του προγράμματος έχω μια περισσότερο ολοκληρωμένη και σαφή εικόνα του αντικειμένου της επιμόρφωσης.		
3. Το πρόγραμμα με βοήθησε να αναπτύξω νέες δεξιότητες- να γίνω περισσότερο αποτελεσματικός/αποτελεσματική σε τομείς που σχετίζονται με το ρόλο μου ως εκπαιδευτικού.		
4.Το πρόγραμμα με βοήθησε να διευρύνω την οπτική μου και τον τρόπο που αντιμετωπίζω την εκπαίδευση μαθητών προσφύγων		

5. Διατυπώστε την άποψή σας σχετικά με τη χρησιμότητα των επιμέρους αξόνων του προγράμματος: *(Κυκλώστε τον αριθμό που σας εκφράζει καλύτερα σε κάθε πρόταση)*

	Καθόλου...........Πάρα πολύ 0...1...2...3...4...5	Δεν απαντώ
1. Μεθοδολογία της διδασκαλίας της ελληνικής ως δεύτερης γλώσσας		

2. Διδασκαλία μη γλωσσικών μαθημάτων		
3. Διαφοροποιημένη διδασκαλία		
4. Ανάπτυξη συμμετοχικών δραστηριοτήτων για τη διδασκαλία της γλώσσας με εστίαση στην πολύπλευρη ανάπτυξη δεξιοτήτων		
5. Πρόσφυγες, εκπαίδευση προσφύγων και ζητήματα διαπολιτισμικής επικοινωνίας		
6. Διαχείριση τάξης σε πολυγλωσσικά και πολυπολιτισμικά πλαίσια		
7. Δικαιώματα του παιδιού και γονεϊκή εμπλοκή		
8. Ανάπτυξη/επιλογή εκπαιδευτικού υλικού		
9. Ψυχοκοινωνικές προκλήσεις στην εκπαίδευση προσφύγων		

6. Σε ποιο βαθμό αντιμετωπίζατε τις παρακάτω δυσκολίες **πριν** το πρόγραμμα:
   (Κυκλώστε τον αριθμό που σας εκφράζει καλύτερα σε κάθε πρόταση)

	Καθόλου………..Πάρα πολύ 0…1…2…3…4…5	Δεν απαντώ
1. Διαχείριση τάξης στην οποία συμμετέχουν μαθητές πρόσφυγες		
2. Τεχνικές/τρόπους διδασκαλίας της ελληνικής ως δεύτερης γλώσσας		
3. Διδασκαλία σε τάξεις στις οποίες συμμετέχουν μαθητές πρόσφυγες		
4. Ένταξη μαθητών προσφύγων στην σχολική κοινότητα		
5. Ανάπτυξη/επιλογή διδακτικού υλικού για την τάξη με μαθητές πρόσφυγες		
6. Επικοινωνία με γονείς μαθητών προσφύγων		

7. Σε ποιο βαθμό έχετε τις παρακάτω δυσκολίες **τώρα**.
   (Κυκλώστε τον αριθμό που σας εκφράζει καλύτερα σε κάθε πρόταση)

	Καθόλου………..Πάρα πολύ 0…1…2…3…4…5	Δεν απαντώ
1. Διαχείριση τάξης στην οποία συμμετέχουν μαθητές πρόσφυγες		
2. Τεχνικές/τρόπους διδασκαλίας της ελληνικής ως δεύτερης γλώσσας		

3. Διδασκαλία σε τάξεις στις οποίες συμμετέχουν μαθητές πρόσφυγες		
4. Ένταξη μαθητών προσφύγων στην σχολική κοινότητα		
5. Ανάπτυξη/επιλογή διδακτικού υλικού για την τάξη με μαθητές πρόσφυγες		
6. Επικοινωνία με γονείς μαθητών προσφύγων		

8. Πόσο σας βοήθησε το πρόγραμμα στα παρακάτω:
   (Κυκλώστε τον αριθμό που σας εκφράζει καλύτερα σε κάθε πρόταση)

	Καθόλου...........Πάρα πολύ 0...1...2...3...5	Δεν απαντώ
1. Μπορώ να σχεδιάζω διδακτικές ενότητες κατάλληλες για πολυπολιτισμικές τάξεις		
2. Μπορώ να βρω και αξιολογήσω κατάλληλο εκπαιδευτικό υλικό για τη διδασκαλία της ελληνικής ως δεύτερης/ξένης γλώσσα		
3. Μπορώ να σχεδιάζω διδακτικές ενότητες κατάλληλες για την ανάπτυξη των γλωσσικών δεξιοτήτων σε μικτής σύνθεσης τάξεις		
4. Μπορώ να σχεδιάζω διδακτικές ενότητες για τα υπόλοιπα μαθήματα (εκτός γλώσσας) σε μικτής σύνθεσης τάξεις		
5. Μπορώ να παράγω διδακτικές δραστηριότητες για τους μαθητές πολυπολιτισμικών τάξεων		
6. Μπορώ να είμαι πιο αποτελεσματικός /ή στη διδασκαλία σε μικτής σύνθεσης τάξεις		
7. Μπορώ να σχεδιάσω δράσεις που δίνουν χώρο έκφρασης στις διαφορετικές ταυτότητες και ενισχύουν τη διαπολιτισμική αλληλεπίδραση		
8. Μπορώ να εντοπίσω σχολικές πρακτικές που λειτουργούν διαφορετικά σε παιδιά από διαφορετικά πολιτισμικά περιβάλλοντα		
9. Μπορώ να παράγω δραστηριότητες που να αναδεικνύουν τα διαφορετικά πολιτισμικά περιβάλλοντα των μαθητών μου		

9. Πόσο ικανοποιημένος/η είστε ως προς τα παρακάτω:
   (Κυκλώστε τον αριθμό που σας εκφράζει καλύτερα σε κάθε πρόταση)

	Καθόλου...........Πάρα πολύ 0...1...2...3...4...5	Δεν απαντώ
1. Πληρότητα της ενημέρωσης για το πρόγραμμα, τους στόχους και τα προσδοκώμενα αποτελέσματα		
2. Οργάνωση του προγράμματος		

3. Διάρκεια του προγράμματος		
4. Χώρος υλοποίησης		
5. Ο συνδυασμός διά ζώσης και εξ αποστάσεως εκπαίδευσης		
6. Αριθμός και διάρκεια δια ζώσης συναντήσεων		

10. Αξιολογήστε το πρόγραμμα ως προς τα παρακάτω:
(Κυκλώστε τον αριθμό που σας εκφράζει καλύτερα σε κάθε πρόταση)

	Καθόλου...........Πάρα πολύ 0...1...2...3...4...5	Δεν απαντώ
1. Το εκπαιδευτικό υλικό του προγράμματος		
2. Οι εκπαιδευτές προσέφεραν ενθάρρυνση και υποστήριξη		
3. Την επάρκεια των εκπαιδευτών		
4. Αισθανόμουν άνεση να εκφράσω τα ερωτήματα, τις εμπειρίες, τις απόψεις και τις διαφωνίες μου		
5. Υπήρξε ενθάρρυνση της συμμετοχής, της ομαδικής εργασίας και του διαλόγου		
6. Υπήρξε επαρκής σύνδεση της εκπαίδευσης με τις ανάγκες και τις εμπειρίες των συμμετεχόντων		
7. Το πρόγραμμα κάλυψε τις εκπαιδευτικές μου ανάγκες		

11. Αξιολογήστε την πλατφόρμα του προγράμματος ως προς τα παρακάτω:
(Κυκλώστε τον αριθμό που σας εκφράζει καλύτερα σε κάθε πρόταση)

	Καθόλου...........Πάρα πολύ 0...1...2...3...4...5	Δεν απαντώ
1. Οι δραστηριότητες και τα υλικά της πλατφόρμας συνεισέφεραν στην πληρότητα της εκπαίδευσής μου		
2. Μέσω της πλατφόρμας αυξήθηκε ο βαθμός συμμετοχής μου και αλληλεπίδρασης με την ομάδα		
3. Η ηλεκτρονική πλατφόρμα ήταν φιλική στη χρήση συμβατή με τις γνώσεις και τις δεξιότητές μου.		
4. Υπήρχε Τεχνική υποστήριξη για την πλατφόρμα		
5. Η διαδικασία της εξ αποστάσεως εκπαίδευσης ήταν διευκολυντική για εμένα		

12. Στις διά ζώσης συναντήσεις, ο χρόνος που αφιερώθηκε σε συμμετοχικές / βιωματικές δραστηριότητες το ποσοστό του συνολικού χρόνου ήταν: : *(κυκλώστε το ποσοστό που αντιστοιχεί)*

    0%……10%….20%….30%…..40%…..50%….60%….70%….80%….90%….100%

13. Διατυπώστε την άποψή σας σχετικά με τα παρακάτω: *(Κυκλώστε τον αριθμό που σας εκφράζει καλύτερα σε κάθε πρόταση)*

	Καθόλου………..Πάρα πολύ 0…1…2…3…4…5	Δεν απαντώ
1. Το πρόγραμμα άλλαξε τη στάση μου απέναντι στην αξία της εκπαίδευσης για τους πρόσφυγες		
2. Το πρόγραμμα μου προσέφερε σημαντικές γνώσεις πάνω στα χαρακτηριστικά των προσφύγων που θα συναντήσω στην τάξη μου		
3. Είμαι πιο κατατοπισμένος για το πλαίσιο που υποστηρίζει την εισαγωγή των προσφυγόπουλων στην εκπαίδευση (νομοθεσία, φορείς)		
4. Έχω πάρει ιδέες για το πώς θα κάνω πιο δημιουργική την παραμονή των μαθητών αυτών στη μικτή τάξη		
5. Έχω ευαισθητοποιηθεί επάνω σε εναλλακτικές τεχνικές εκμάθησης γλώσσας αλλά και της προσέγγισης άλλων αντικειμένων μέσω της γλώσσας		
6. Έχω αποκτήσει θετική στάση απέναντι στην επιμόρφωση γενικότερα		

14. Θα προτείνατε σε συναδέλφους σας να παρακολουθήσουν το συγκεκριμένο πρόγραμμα;

    ❍ ΟΧΙ

    ❍ ΜΑΛΛΟΝ ΟΧΙ

    ❍ ΔΕΝ ΕΧΩ ΑΠΟΦΑΣΙΣΕΙ

    ❍ ΜΑΛΛΟΝ ΝΑΙ

    ❍ ΣΙΓΟΥΡΑ ΝΑΙ

15. Ποιες από τις παρακάτω προσδοκίες είχατε πριν την παρακολούθηση του προγράμματος και σε ποιο βαθμό έχουν εκπληρωθεί;
(Κυκλώστε τον αριθμό που σας εκφράζει καλύτερα σε κάθε πρόταση)

	ΟΧΙ	ΝΑΙ	ΑΝ ΝΑΙ, ΣΕ ΠΟΙΟ ΒΑΘΜΟ ΕΚΠΛΗΡΩΘΗΚΕ Καθόλου………..Πάρα πολύ 0…1…2…3…4…5	Δεν απαντώ
Α. Να είμαι περισσότερο επαρκής ως				

εκπαιδευτικός				
1. Στην εκπαίδευση των προσφύγων σε διαφορετικά εκπαιδευτικά πλαίσια				
2. Στη διαχείριση τάξεων τάξεις με μαθητές πρόσφυγες και μικτών τάξεων				
3. Στη διδασκαλία των ελληνικών ως δεύτερη γλώσσα				
4. Στη χρήση διαφορετικών εκπαιδευτικών τεχνικών με μαθητές πρόσφυγες				
5. Στη χρήση αυτών των τεχνικών και σε συμβατικές τάξεις				
6. Να επηρεάσω συναδέλφους για την αποδοχή των προσφύγων μαθητών				
Β. Το πρόγραμμα να έχει:				
7. Έμφαση στα πρακτικά ζητήματα και στις καθημερινές εκπαιδευτικές πρακτικές				
8. Παρουσίαση μελετών περίπτωσης και καλών πρακτικών				
9. Πρόσωπο με πρόσωπο συναντήσεις που να βασίζονται σε συμμετοχικές και βιωματικές προσεγγίσεις				
10. Έμφαση στα δικαιώματα των παιδιών και τις συνθήκες διαβίωσης των παιδιών προσφύγων				
11. Έμφαση στην διαφοροποιημένη διδασκαλία				
12. Έμφαση σε ζητήματα διαπολιτισμικής εκπαίδευσης				

16. Φύλο:

4.	Άνδρας
5.	Γυναίκα
6.	Άλλο

17. Ηλικία: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

1)	23-35 χρόνων	
2)	36-45 χρόνων	
3)	46-55 χρόνων	
4)	56 -65 χρόνων	

18. Εργάζεστε στην: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

1. Προσχολική Εκπαίδευση	
2. Πρωτοβάθμια Εκπαίδευση	
3. Δευτεροβάθμια Εκπαίδευση (Γυμνάσιο)	
4. Δευτεροβάθμια Εκπαίδευση (ΓΕΛ)	
5. Δευτεροβάθμια Εκπαίδευση (ΕΠΑΛ)	
6. Άλλο (παρακαλώ προσδιορίστε): …………………….…………..	

19. Σχέση εργασίας: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

1. ΜΟΝΙΜΟΣ εκπαιδευτικός	
2. ΑΝΑΠΛΗΡΩΤΗΣ εκπαιδευτικός	
3. ΩΡΟΜΙΣΘΙΟΣ εκπαιδευτικός	
4. Φοιτητής/τρια	
5. Άλλο (παρακαλώ προσδιορίστε): ……………………..	

20. Επίπεδο εκπαίδευση: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

1. Πτυχίο Τριτοβάθμιας Εκπαίδευσης	
2. Μεταπτυχιακό Δίπλωμα	
3. Διδακτορικό	
4. Άλλο (παρακαλώ προσδιορίστε): ……………………..	

21. Ειδικότητα: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

1. Φιλόλογος	
2. Φυσικές επιστήμες και μαθηματικά	
3. Τεχνολογικές ειδικότητες	
4. Ξένες γλώσσες	
5. Νηπιαγωγός	
6. Δάσκαλος/α	
7. Άλλο	

22. Προηγούμενη επιμόρφωση σε διαπολιτισμική εκπαίδευση: *(σημειώστε όσα ισχύουν)*

5. Χωρίς προηγούμενη σχετική επιμόρφωση	
6. Εκπαιδευτικά σεμινάρια	
7. Μεταπτυχιακού επιπέδου	
8. Άλλο	

23. Χρόνια υπηρεσίας στην εκπαίδευσης: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

0 - 1 χρόνια	
2 - 5 χρόνια	
6 - 10 χρόνια	
11-15 χρόνια	
16 + χρόνια	
Δεν έχω υπηρεσία στην εκπαίδευση	

24. Χρόνια υπηρεσίας στη διαπολιτισμική εκπαίδευση: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

0-1 χρόνια	
2-5 χρόνια	
6-10 χρόνια	
11-15 χρόνια	
16 + χρόνια	

Ευχαριστούμε πολύ !

FINAL ASSESSMENT QUESTIONNAIRE

This questionnaire aims to outline your views on the program you took part in and is part of the assessment and improvement of teacher education programs. **Your opinion is valuable and we ask you to devote 10-12 minutes to complete the questions.**

The questionnaire is anonymous and the data will only be used to assess the program.

Thank you very much for your contribution!

I read it and agree - (mandatory field)

1. City of seminar implementation*: (please place X in the appropriate box)*

1. Athens	
2. Volos	
3. Heraklion	
4. Thessaloniki	
5. Thebes	
6. Ioannina	
7. Kavala	
8. Larissa	
9. Patras	
10. Tripoli	
11. Chalkida	
12. Chania	
13. ………….	

2. Organization of the seminar: *(please place X in the appropriate box)*

1. Aristotle University of Thessaloniki	
2. National and Kapodistrian University of Athens	
3. University of Thessaly - University of Ioannina - University of Crete	

3. You are currently working as: *(please place X in the appropriate box)*

1.	Teacher in Morning Mainstream Classes **without** refugee students	
2.	Teacher in Morning Mainstream Classes **with** refugee students	
3.	Teacher in Reception Facilities for Refugee Education (DYEP)	
4.	Teacher in Reception Classes with refugee students (TY ZEΠ)	
5.	Teacher in **Structures of Non-Formal Education for Refugees (**within or	

outside refugee hosting centers)	
6. Teacher in **Intercultural School**	
7. Principal in School with refugee students	
8. Teacher in Second Chance School with refugee adults	
9. SEE (Educational Project Coordinator)	
10. SEP (Coordinator for Refugee Education)	
11. Other (please specify):	

4. Give your opinion regarding the following statements: *(Circle the number that best fits your suggestion)*

0 Not at all	1 Very little	2 A little	3 No little, no much	4 Much	5 Very much	I do not answer

	Not at all………..Very much 0…1…2…3…4…5	I do not answer
1. The program helped me enrich my knowledge in the subject.		
2. After participating in the program, I have a more complete and clear picture of the subject of the training.		
3. The program helped me to develop new skills - to become more effective in areas related to my role as a teacher.		
4. The program helped me to broaden my perspective and the way I deal with the education of refugee students		

5. Give your opinion on the extent to which the following axes of the program were useful: *(Circle the number that best fits your suggestion)*

	Not at all………..Very much 0…1…2…3…4…5	I do not answer
1. Methodology of the teaching of Greek as a second language		
2. Teaching non-language courses		
3. Differentiated teaching		
4. Develop participatory activities for language teaching focusing on multi-faceted skills development		
5. Refugees, refugee education and intercultural communication issues		
6. Classroom management in multilingual and multicultural contexts		
7. Rights of the child and parental involvement		
8. Development / selection of educational material		
9. Psycho-social challenges in refugee education		

6. To what extent did you face the following difficulties **before** the program:
   (Circle the number that best fits your suggestion)

	Not at all………..Very much 0…1…2…3…4…5	I do not answer
1. Classroom management involving refugee students		
2. Techniques / methods of teaching Greek as a second language		
3. Teaching in classes involving refugee students		
4. Integration of refugee students into the school community		
5. Development / selection of classroom teaching material for refugee students		
6. Communicating with parents of refugee students		

7. To which extent do you face the following difficulties **now:** *(Circle the number that best fits your suggestion)*

	Not at all………..Very much 0…1…2…3…4…5	I do not answer
1. Classroom management involving refugee students		
2. Techniques / ways of teaching Greek as a second language		
3. Teaching in classes involving refugee students		
4. Integration of refugee students into the school community		
5. Development / selection of classroom teaching material for refugee students		
6. Communicating with parents of refugee students		

8. How helpful was the program to the following: *(Circle the number that best fits your suggestion)*

	Not at all………..Very much 0…1…2…3…4…5	I do not answer
1. I can design teaching modules suitable for multicultural classes		
2. I can find and evaluate suitable educational material for the teaching of Greek as a second / foreign language		
3. I can design teaching modules suitable for the development of linguistic skills in mixed composition classes		
4. I can design teaching modules for other lessons (other than language) in mixed composition classes		

5. I can produce teaching activities for students of multicultural classes		
6. I can be more effective in teaching in mixed composition classes		
7. I can design activities that give space of expression to different identities and enhance intercultural interaction		
8. I can identify school practices that work differently on children from different cultural environments		
9. I can produce activities that highlight the different cultural backgrounds of my students		

9. How satisfied you are until now regarding the following:
   (Circle the number that best fits your suggestion)

	Not at all………..Very much 0…1…2…3…4…5	I do not answer
1. Information regarding the program, goals and expected results		
2. Organization of the program		
3. Duration of the program		
4. Place of implementation		
5. The combination of live and distance learning		
6. Number and duration of meetings		

10. Evaluate the program regarding the following:
    (Circle the number that best fits your suggestion)

	Not at all………..Very much 0…1…2…3…4…5	I do not answer
1. The educational material of the program		
2. Trainers offered encouragement and support		
3. The adequacy of the trainers		
4. I felt comfortable to express my questions, experiences, opinions and disagreements		
5. There was encouragement of participation, teamwork and dialogue		
6. There was a sufficient link between education and the needs and experiences of the participants		
7. The program fulfilled my training needs		

11. Evaluate the platform of the program regarding the following:
    (Circle the number that best fits your suggestion)

	Not at all………..Very much 0...1...2...3...4...5	I do not answer
1. The activities and materials of the platform contributed to the completeness of my education		
2. Through the platform the degree of my involvement and interaction with the team increased		
3. The online platform was user-friendly and compatible with my knowledge and skills		
4. There was technical support for the platform		
5. The process of distance learning as easy for me		

12. At live meetings, the time devoted to participatory / experiential activities the percentage of total time is: *(circle the percentage that corresponds)*
    0%…..10%.....20%.....30%......40%......50%.....60%.....70%.....80%.....90%.....100%

13. Give your opinion regarding the following statements *(Circle the number that best fits your suggestion)*

	Not at all………..Very much 0...1...2...3...4...5	I do not answer
1. The program has changed my attitude towards value education fo refugees		
2. The program gave me important knowledge over the characteristi the refugees I will meet in my class		
3. I am more acquainted with the context that supports the introduc of refugees into education (legislation, organizations)		
4. I've got ideas on how to make more creative the stay of these stud in the mixed class		
5. I have been sensitized on alternative techniques in language learn and the approach of other objects through the language		
6. I have a positive attitude towards training in general		

14. Would you suggest this program to your colleagues?

❍ NO

❍ RATHER NOT

❍ NOT SURE YET

❍ RATHER YES

❍ DEFINETELY YES

15. Which of the following expectations did you have before the program you took part in and to what extent have they been fulfilled so far?
(Circle the number that best fits your suggestion)

	NO	YES	IF YES, TO WHICH EXTENT Not at all………..Very much 0…1…2…3…4…5	I do not answer
A. Be more competent as teacher in:				
1. Refugee education in different educational contexts				
2. Classroom management classes with refugee and mixed class students				
3. The teaching of Greek as a second language				
4. Using different educational techniques with refugee students				
5. Using these techniques also in conventional classes				
6. Affect colleagues for accepting refugee students				
B. The program has:				
7. Emphasis on practical issues and on everyday educational practices				
8. Presentation of case studies and good practices				
9. Face-to-face meetings based on participatory and experiential approaches				
10. Emphasis on the rights of children and the living conditions of refugee children				
11. Emphasis on Differentiated Teaching				
12. Emphasis on issues of intercultural education				

16. Sex: *(please check where appropriate)*

1. Male	
2. Female	
3. Other	

17. Age: *(please check where appropriate)*

1. 23-35	
2. 36-45	
3. 46-55	
4. 56 -65	

18. You work in: *(please check where appropriate)*

1. Pre-school education	
2. Primary Education	
3. Secondary Education (Gymnasium)	
4. Secondary Education (GEL)	
5. Secondary Education (EPAL)	
6. Other (please specify):	

19. occupational status: *(please check where appropriate)*

1. PERMANENT TEACHER	
2. DEPUTY TEACHER	
3. HOURLY PAID TEACHER	
4. University Student	
5. Other (please specify):	

20. Education level: *(please check where appropriate)*

1. Higher Education Degree	
2. Post graduate Diploma	
3. PhD	
4. Other (please specify):	

21. Specialty: *(please check where appropriate)*

1. Philologist	
2. Natural sciences and mathematics	
3. Technological specialties	
4. Foreign languages	
5. Kindergarten	
6. Teacher	
7. Other	

22. Previous training in intercultural education: *(please check where appropriate)*

9. Without previous relevant training	
10. Training seminars	
11. Post graduate level	
12. Other	

23. Years of service in Education:
(please check where appropriate)

0 - 1 year	
2 - 5 years	
6 - 10 years	
11-15 years	
16 + years	
No experience in Education	

24. Years of service in Intercultural Education:
(please check where appropriate)

0-1 years	
2-5 years	
6-10 years	
11-15 years	
16 + years	

Thank you!

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΕΚΠΑΙΔΕΥΤΩΝ

Το ερωτηματολόγιο αυτό έχει ως στόχο την αποτύπωση των απόψεων σας για το πρόγραμμα στο οποίο διδάξατε και εντάσσεται στο πλαίσιο της αποτίμησης και αναβάθμισης των προγραμμάτων για την επιμόρφωση εκπαιδευτικών. **Η γνώμη σας είναι πολύτιμη** *και σας παρακαλούμε να αφιερώσετε 10-12 λεπτά που απαιτούνται για τη συμπλήρωση των ερωτήσεων.*

Το ερωτηματολόγιο είναι ανώνυμο και τα δεδομένα θα χρησιμοποιηθούν αποκλειστικά για την αποτίμηση του προγράμματος. **Ευχαριστούμε θερμά για τη συμβολή σας!**

Το διάβασα και συμφωνώ *-(υποχρεωτικό πεδίο)*

1. Πόλη υλοποίησης του σεμιναρίου που διδάξατε: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

1. Αθήνα	
2. Βόλος	
3. Ηράκλειο	
4. Θεσσαλονίκη	
5. Θήβα	
6. Ιωάννινα	
7. Καβάλα	
8. Λάρισα	
9. Πάτρα	
10. Τρίπολη	
11. Χαλκίδα	
12. Χανιά	

2. Φορέας υλοποίησης του σεμιναρίου: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

1. Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης	
2. Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών	
3. Πανεπιστήμιο Θεσσαλίας-Πανεπιστήμιο Ιωαννίνων-Πανεπιστήμιο Κρήτης	

3. Φύλο:

1. Άνδρας	
2. Γυναίκα	
3. Άλλο	

4. Ηλικία:………………………

5. Εκπαίδευση: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

		Παρακαλώ προσδιορίστε γνωστικό αντικείμενο:
1. Πτυχίο ΤΕΙ		
2. Πτυχίο ΑΕΙ		
3. Μεταπτυχιακό τίτλο		Εκπαίδευσης Ενηλίκων
		Διαπολιτισμικής Εκπαίδευσης
		Διδασκαλίας της Ελληνικής ως δεύτερης – ξένης γλώσσας
		Άλλο:
4. Διδακτορικό		Εκπαίδευσης Ενηλίκων
		Διαπολιτισμικής Εκπαίδευσης
		Διδασκαλίας της Ελληνικής ως δεύτερης – ξένης γλώσσας
		Άλλο:
5. Άλλο		

6. Εργάζεστε σε: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

1. Προσχολική Εκπαίδευση	
2. Πρωτοβάθμια Εκπαίδευση	
3. Δευτεροβάθμια Εκπαίδευση	
4. Τριτοβάθμια Εκπαίδευση	
5. Δημόσιο Τομέα εκτός εκπαίδευσης	
6. Ιδιωτικό Τομέα εκτός εκπαίδευσης	
7. Άλλο (παρακαλώ προσδιορίστε): ……………………..	

7. Προηγούμενη εμπειρία ως εκπαιδευτής/τρια σε:

	Ναι	Όχι
1. Εκπαίδευση Ενηλίκων		
2. Διαπολιτισμική Εκπαίδευση		
3. Εκπαίδευση Εκπαιδευτικών		
4. Άλλο		

8. Χρόνια υπηρεσίας στην εκπαίδευση: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

0 - 1 χρόνια	
2 - 5 χρόνια	
6 - 10 χρόνια	
11 - 15 χρόνια	
16 + χρόνια	
Δεν έχω υπηρεσία στην εκπαίδευση	

9. Χρόνια προηγούμενης εμπειρίας ως εκπαιδευτής/τρια: *(σημειώστε με Χ στο αντίστοιχο κουτάκι)*

0-1 χρόνια	
2-5 χρόνια	
6-10 χρόνια	
11 - 15χρόνια	
16 + χρόνια	

10. Σε αυτό το πρόγραμμα διδάξατε σε: (*σημειώστε όλα όσα ισχύουν*)

1. δια ζώσης συναντήσεις	
2. ασύγχρονη τηλεκπαίδευση	
3. σύγχρονη τηλεκπαίδευση	

11. Σε ποιο βαθμό θεωρείτε ότι οι περισσότεροι από τους εκπαιδευομένους σας μπορούν να: *(σημειώστε τον αριθμό που σας εκφράζει καλύτερα σε κάθε κουτάκι)*

0	1	2	3	4	5	Δεν απαντώ -
Καθόλου	Πολύ λίγο	Λίγο	Μέτρια	Πολύ	Πάρα πολύ	δεν ξέρω

	Καθόλου………..Πάρα πολύ 0…1…2…3…5	Δεν απαντώ - δεν ξέρω
1. Σχεδιάσουν διδακτικές ενότητες κατάλληλες για πολυπολιτισμικές τάξεις		
2. Βρουν και να αξιολογήσουν κατάλληλο εκπαιδευτικό υλικό για τη διδασκαλία της ελληνικής ως δεύτερης/ξένης γλώσσα		
3. Βρουν και να σχεδιάσουν διδακτικές ενότητες κατάλληλες για την ανάπτυξη των γλωσσικών δεξιοτήτων σε μικτής σύνθεσης τάξεις		
4. Σχεδιάσουν διδακτικές ενότητες για τα υπόλοιπα μαθήματα (εκτός γλώσσας) σε μικτής σύνθεσης τάξεις		
5. Παράγουν διδακτικές δραστηριότητες για τους μαθητές πολυπολιτισμικών τάξεων		
6. Είναι αποτελεσματικοί στη διδασκαλία σε μικτής σύνθεσης τάξεις		
7. Σχεδιάσουν δράσεις που δίνουν χώρο έκφρασης στις διαφορετικές ταυτότητες και ενισχύουν τη διαπολιτισμική αλληλεπίδραση		
8. Εντοπίσουν σχολικές πρακτικές που λειτουργούν διαφορετικά σε παιδιά από διαφορετικά πολιτισμικά περιβάλλοντα		
9. Παράγουν δραστηριότητες που να αναδεικνύουν τα		

	διαφορετικά πολιτισμικά περιβάλλοντα των μαθητών τους		

12. Αξιολογήστε τα παρακάτω στοιχεία του προγράμματος:
(σημειώστε τον αριθμό που σας εκφράζει καλύτερα σε κάθε κουτάκι)

	Καθόλου...........Πάρα πολύ 0...1...2...3...4...5	Δεν απαντώ
1. Το εκπαιδευτικό υλικό ήταν επαρκές για την ενότητα		
2. Το εκπαιδευτικό υλικό ήταν κατανοητό από τους εκπαιδευόμενους		
3. Το εκπαιδευτικό υλικό θα χρησιμοποιηθεί από τους εκπαιδευόμενους στην πράξη		
4. Οι δραστηριότητες της ενότητας ήταν κατανοητές από τους εκπαιδευόμενους		
5. Οι δραστηριότητες της ενότητας θα χρησιμοποιηθούν από τους εκπαιδευόμενους στην πράξη		
6. Υπήρχε ενδιαφέρον των εκπαιδευομένων για την ενότητα που διδάξατε		
7. Υπήρχε ενεργός συμμετοχή των εκπαιδευομένων		
8. Υπήρχε κλίμα συνεργασίας και αλληλεπίδρασης στην ομάδα		
9. Υπήρχε τήρηση ωραρίου από τους εκπαιδευόμενους		
10. Υπήρχε ανταπόκριση των εκπαιδευομένων σε δραστηριότητες και εργασίες της ενότητας		
11. Υπήρχε τεχνική υποστήριξη της πλατφόρμας		
12. Υπήρχε κατάλληλος σχεδιασμός και επάρκεια της πλατφόρμας		
13. Υπήρχε επάρκεια χρόνου για διδασκαλία και κατανόηση της ενότητας		
14. Οι χώροι εκπαίδευσης ήταν κατάλληλοι		
15. Υπήρξε κάλυψη των εκπαιδευτικών αναγκών των εκπαιδευομένων στην ενότητα		
16. Υπήρχε συνεργασία με τον φορέα υλοποίησης		

13. Κατά τη γνώμη σας διαφοροποιήθηκαν οι στάσεις των εκπαιδευομένων ως προς την αξία: *(σημειώστε τον αριθμό που σας εκφράζει καλύτερα σε κάθε κουτάκι)*

	Καθόλου...........Πάρα πολύ 0...1...2...3...4..5	Δεν απαντώ - δεν ξέρω
1. των πολυπολιτισμικών- πολυγλωσσικών τάξεων		
2. της εκπαίδευσης των μαθητών προσφύγων		
3. της εμπλοκής των οικογενειών προσφύγων στην εκπαίδευση		
4. της κάλυψης των εκπαιδευτικών αναγκών των μαθητών προσφύγων		
5. της ανάδειξης και αποδοχής διαφορών και ομοιοτήτων μεταξύ των μαθητών μικτής τάξης		
6. της διαφοροποιημένη διδασκαλία σε τάξεις χωρίς μαθητές πρόσφυγες		
7. της επιμόρφωσης γενικότερα		

14. Στις διά ζώσης συναντήσεις, ο χρόνος που αφιερώθηκε σε συμμετοχικές / βιωματικές δραστηριότητες τι ποσοστό του συνολικού χρόνου ήταν: *(κυκλώστε το ποσοστό που αντιστοιχεί)*

0%.....10%.....20%.....30%......40%......50%.....60%.....70%.....80%.....90%.....100%

15. Αναφέρετε τρία (3) θετικά σημεία του προγράμματος:

……

……

………..

16. Αναφέρετε τρία (3) αρνητικά σημεία του προγράμματος:

……

……

………..

17. Αναφέρετε τρείς (3) δυσκολίες που συναντήσατε κατά την υλοποίηση του προγράμματος:

……

……

………..

18. Σημειώστε τρείς (3) προτάσεις βελτίωσης του προγράμματος:

……

……

………..

Σας ευχαριστούμε θερμά!

ANNEX IX: FINAL QUESTIONNAIRE / TRAINERS (IN ENGLISH)

FINAL ASSESSMENT QUESTIONNAIRE

*This questionnaire aims to outline your views regarding the program you took part in as a trainer and is part of the assessment and improvement of teacher education programs. **Your opinion is valuable** and we ask you to devote 10-12 minutes to complete the questions. The questionnaire is anonymous and the data will only be used to assess the program. **Thank you very much for your contribution!***

I read it and agree - (mandatory field)

1. City of seminar implementation*: (please place X in the appropriate box)*

1. Athens	
2. Volos	
3. Heraklion	
4. Thessaloniki	
5. Thebes	
6. Ioannina	
7. Kavala	
8. Larissa	
9. Patras	
10. Tripoli	
11. Chalkida	
12. Chania	
13.	

2. Organization of the seminar: *(please place X in the appropriate box)*

1. Aristotle University of Thessaloniki	
2. National and Kapodistrian University of Athens	
3. University of Thessaly - University of Ioannina - University of Crete	

3. Sex: *(please check where appropriate)*

1. Male	
2. Female	
3. Other	

4. Age: ………………………

5. Education level: *(please check where appropriate)*

		Please specify the field
1. Higher Education Degree (TEI)		
2. Higher Education Degree (AEI)		
1. Post graduate diploma		Adult Education
		Intercultural Education
		Teaching Greek as second - foreign language
		Other:
2. PhD		Adult Education
		Intercultural Education
		Teaching Greek as second - foreign language
		Other:
3. Other		

6. You work in: *(please check where appropriate)*

1. Pre-school education	
2. Primary Education	
3. Secondary Education (Gymnasium)	
4. Secondary Education (GEL)	
5. Secondary Education (EPAL)	
6. Other (please specify): …………………… ..	

7. Previous experience as a Trainer: *(please check where appropriate)*

	Yes	No
1. Adult Education		
2. Intercultural Education		
3. Teachers' Training		
4. Other		

8. Years of service in Education:
    (please check where appropriate)

0 - 1 year	
2 - 5 years	
6 - 10 years	

11 - 15 years	
16 + years	
No experience in Education	

9. Years of experience as Trainer: *(please check where appropriate)*

0 - 1 year	
2 - 5 years	
6 - 10 years	
11 – 15 years	
16 + years	

10. In this program you taught: (*check wherever appropriate*)

1. In live meetings	
2. Via e-learning (asynchronous)	
3. Via e-learning (synchronous)	

11. To which extent do you believe that the majority of your trainees are able to: *(please write the number that is closer to your opinion in the appropriate box)*

0 Not at all	1 Very little	2 A little	3 No little, no much	4 Much	5 Very much	I do not answer

	Not at all………..Very much 0…1…2…3…4…5	I do not answer
1. Design teaching modules appropriate for multicultural classes		
2. Find and evaluate appropriate educational material for the teaching of Greek as a second / foreign language		
3. Find and design teaching modules suited to the development of language skills in mixed composition classes		
4. Design teaching modules for other lessons (other than language) in mixed composition classes		
5. Produce teaching activities for pupils of multicultural classes		
6. Effectively teach in mixed composition classes		
7. Design actions that give space of expression to different identities and enhance intercultural interaction		
8. Identify school practices that work differently in		

children from different cultural backgrounds	
9. Produce activities that highlight the different cultural environments of their students	

12. Evaluate the following elements of the program: *(please write the number that is closer*

to your opinion in the appropriate box)

	Not at all………..Very much 0…1…2…3…4…5	I do not answer
1. Educational material was sufficient for the module		
2. Educational material was understandable by learners		
3. Educational material will be used by trainees in practice		
4. The activities of the module were understood by the trainees		
5. The activities of the module will be used by trainees in practice		
6. There was interest of the learners for the module you taught		
7. There was active participation of trainees		
8. There was a climate of collaboration and interaction with the group		
9. There was a timetable for the trainees		
10. There was a response from trainees to activities and work of the module		
11. There was technical support for the platform		
12. There was a proper platform design and adequacy		
13. There was enough time for teaching and understanding the module		
14. The training places were appropriate		
15. There was fulfillment of training needs of learners in the module		
16. There has been cooperation with the implementing body		

13. In your opinion, learners' attitudes have been differentiated towards the value of …:

(please write the number that is closer to your opinion in the appropriate box)

	Not at all………..Very much 0…1…2…3…4…5	I do not answer
1. multicultural-multilingual classes		
2. education of refugee pupils		
3. the involvement of refugee families in education		
4. meeting the educational needs of refugee pupils		
5. the emergence and acceptance of differences and similarities among mixed class students		
6. diversified teaching in classes without student refugees		

7. training in general		

14. In live meetings time devoted to participatory / experiential activities regarding the total available time was %: *(please circle the % that corresponds best)*

0%…..10%.....20%.....30%......40%......50%.....60%.....70%.....80%.....90%.....100%

15. Please indicate three (3) positive elements / moments of the program:

………

………

………..

16. Please indicate three (3) negative elements / moments of the program:

………

………

………..

17. Please indicate three (3) difficulties you faced during the implementation of the

program:

………

………

………..

18. Please write down three (3) suggestions for the improvement of the program in the future:

………

………

………..

Thank you!

TIC

- Level of satisfaction of the participants towards their goals and the goals of the Program
- Level of satisfaction of trainers towards their goals and the goals of the Program
- Interaction in face to face and online meetings
- Critical approaches and change in attitudes
- Use of new ideas and skills by the participants in their everyday practice

THE

- Change on participants attitudes towards the value of education for refugees
- Knowledge of participants about the characteristics of refugee students
- Knowledge about the legal framework for the admission of refugee children in education
- The participants have more effective tools about language teaching
- The participants gained knowledge on how to make more creative their teaching in mixed classrooms
- The participants have more knowledge about the context and the methodology of implementing differentiated teaching
- Sensitization of the participants about the alternative techniques of language learning and about approaching other disciplines through language teaching
- The participants have positive attitudes towards further and continuing education

PARTICIPANTS

The determination of criteria for Program success by the participants was based on content analysis of the application sheet for 496 participants (applications submitted until December 12). Hereafter, we present the top five criteria for trainees in descending order, but we must mention that the first three criteria gathered more references than the rest.

- Emphasis on practice and applications

- Experiential and participatory educational methods and approaches

- Feeling competent for refugee children education

- Quality of educational material and assignments

- Trainers

REFUGEES PARENTS

For the refugees parents the determination of criteria was based on meetings and open discussions with more than thirty refugee parents, after informing them about the framework and the goals of the Program. Presumably their criteria focused mainly on teachers, so they determined that they want better teachers for their children, teachers who:

- Do not consider refugee children as "lost case".

- Are patient and conscious that refugee children could not be taught as the other children.

- Do not punish their children, or shout at them, giving them meaningful assignments (for example not assignments for Ancient Greek).

- Treat their children as all other children (giving them homework, books, e.t.c.).

- Inform parents for their children progress (in case there is no interpreter, parents could find solution for translation).

- Do not expel children from classroom because they do not understand something.

ANNEX XI: TERMS AND APPROACHES OF ASSESSMENT

(i)   Formative type of assessment:

When the goal of the *assessment* is to improve the program while this is implemented, we can choose formative assessment. On the other hand, summative assessment is preferred when we intend to formulate suggestions about weak and strong points of the program as well as suggestions for improvement for a future implementation (Scriven, 1967; Stufflebeam & Shinkfield, 2007). It is profound that a formative assessment can be conducted during the program implementation, while summative assessment is conducted after the completion of the program. Given the TOR, the assessment procedure will be formative and an interim report will be submitted to UNICEF around the middle of the implementation period (near the end of January 2019) so as to be undertaken all appropriate measures by the IGs for the amelioration of the Program.

Another distinction among diverse types and operations of an assessment procedure is that of *goal-free* and *goal-based* assessment. In the first case (goal-free), goals and objectives of the program are one of the possible subjects of assessment, that is to say the consultant is *valuing* the program, in other words, the points of view of the evaluator are the guiding principles for the judgement (Scriven, 1991, p. 181). In the second type (goal-based), goals and objectives of the implementing body are fully respected when judging issues of the program and the answers provided are in clear conjugation with the program goals and objectives. Following the TOR and the initial communications with UNICEF - RMRG, the assessment procedure will be goal-based, trying to provide responses to the design and implementation goals.

(ii)   *Empowerment evaluation*

This model's principles will be considered for the design and implementation of the assessment. Empowerment evaluation is an approach that aims to

increase the likelihood that programs will achieve results by increasing the capacity of program stakeholders to plan, implement and evaluate their own programs. The assessment procedure will be based on values and methods of empowerment evaluation, and the principles of this model, namely: improvement, community ownership, inclusion, democratic participation, social justice, community knowledge, evidence-based strategies, capacity building, organizational learning, and accountability (Fetterman, 2005, p. 2). In other words, empowering participants will be a transversal goal of the assessment procedure, both for the design and implementation phases.

(iii)   *Responsive evaluation*

Responsive evaluation "is a general perspective in the search for quality and the representation of quality in a program" (Stake, 2004, p. 86). A crucial element of responsive evaluation is discovering the concerns that various groups have about the program, while those concerns will provide a basis for determining data needs (Stufflebeam & Shinkfield, 2007, p. 422). Towards this direction, as we will analyze in the next section, criteria for the program success will be gathered from various stakeholders in order to be used as the basis of data to be gathered through the various research techniques (questionnaires, interviews, focus groups and content analyses).