



CIVET – WP 1 “Observation”

Template 1.1 – General Information

Name of Partner: ACHAIA ADULT EDUCATION INSTITUTE

Main City of Partner’s activities: PATRAS

Region: GR23 – DYTIKI ELLADA, WESTERN GREECE

Country: GREECE

1. Short Information about the Partner and it’s general activities

The **Achaia Adult Education Institute**, Patras, Greece, focus on organizing and offering education packages for learning the Greek language as a second Language to social excluded society groups without fees. We offer Greek Language Package Courses to Immigrants, basically on a volunteer basis from our Educators.

Learning the Greek language and the basic elements of the Greek culture is vital for us, because in this way the learners obtain language and communicative skills and the practical social and intercultural abilities, which are very important and necessary in life. With these skills the socially excluded groups are encouraged socially and personally, as they become active European citizens.

We contribute to a better quality life of our co- citizens giving them chances of education, personal development and evolution.

2. General situation of migration in partner’s city or region (choose city *or* region)

- How many immigrants/foreigners live in your City/Region?

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- Where do they come from (countries of origin)?

Albania:	8000
China :	1000
Nigeria:	300
Russia:	250 (mostly women and children)
Ukraine:	250 (mostly women and children)
Georgia:	100 (mostly women and children)
Belarus:	100 (mostly women and children)
Syria, Iran, Iraq, Turkey, Egypt:	100
India:	60 families (approximate 4 kids each)
Pakistan:	40 families (approximate 5 kids each)



There are also around 1000 Bulgarians and 1000 Romanians that deal with the immigrants department of the police (since they are EU citizens).

_what status they have (refugees, immigrants from other EU-Countries, workers...)?

They are **immigrants** from various European countries as stated above and they are working in Patras. Also **refugees**, not legal ones, whose main interest is to pass through Patras via ferryboat to Italy.

The citizens of Patras are very receptive. Living in a harbor city, they have been used to foreigners being part of their community for a long time.

It is estimated that there are nearly 2,000 Roma in the city. They are highly present on the streets as most of the Roma children do not attend school. Citizens are used to the presence of the Roma as well.

There are also **refugees** in our city: The situation of the roughly 500-800 Afghan nationals is rather bad. They are on transit, using the Patras harbor for getting to Western Europe by taking a boat to Italy. Each day about 20 enter the ships successfully, but most of them are sent back by the Italian border police. While waiting for a boat the Afghan men live in an illegal camp in Patras; simple housing without any sanitary provisions. Patras city has no opportunity to influence that situation or even to go into the camp to provide a certain health care. The population changes fast; every three months there is a fresh group of Afghans in the camp. The Afghans are not planning to stay in Patras.

- Do they have citizenship of your country?

The immigrants have the Greek nationality but the refugees do not have.

- Why they come (motivation) and what is their aim (to stay, to go to another country)?

The immigrants come to stay, to work and improve their way of life.

- How long do they already stay in your place/country).

It depends. There are first, second and third generation immigrants from all countries, (Albania, Bulgaria, Rumania, Palestine, Pakistan, India, Russia. Ukraine etc)



- ***With which target group your organization is working?***

Our target group are the legal immigrants, not the refugees.

3. Immigrants and language teaching:

How is language training for immigrants organized in your region/your organization?

According to figures presented by Greece's Immigration Policy Institute (IMEPO) about 7 per cent, or an estimated 100,000 of the country's public school pupils are foreigners. Their presence is a mammoth challenge for the domestic education system, yet one still tinged with rosy prospects for the country's future

Poor command of the Greek language is still an obstacle for most foreign-born pupils. Two-thirds of foreign children have lived here for between two and six years and hence need language enhancement courses. In an alarming development, some 75 percent of foreign-born high school pupils have poor or mediocre performance, while only half of them continue beyond high school level. Part of the failure can be explained by the fact that we are in a transitional stage.

It was not until 1996 that Greece took its first serious institutional steps towards addressing issues relating to multicultural classrooms. The establishment of an "Office of Intercultural Education" within the Ministry of Education, entitled "The education of Greek people abroad and the intercultural education" (2413/1996), represents the first official recognition by Greek authorities that diverse communities has specific educational needs.

Adults immigrants can attend the Greek language courses, but it is not compulsory. Their motivation to learn the Greek language urges them to attend the courses.

- ***What are the conditions for migrants to take part in language learning (want/must/fees)?***
- *No, there are not fees for the immigrants to attend Greek courses. Their motivation to learn is important to attend the courses.*
- ***What qualification teachers have/must have (special certificates)?***



The teachers/ Educators must have a certificate in teaching the Greek Language from a Greek University, a special certificate for teaching Greek as a second language and last but not least a certificate in Adult Education (not compulsory).

4. Counseling Migrants in VET:

- *How is VET according to immigrants organized (special offers for immigrants or migrants take part in trainings for everyone; if special, than how organized)?*

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In our region not any special offers of vocational training for immigrants are organized. Legal Immigrants can join vocational training courses that offered to everyone. They can attend courses at Vocational Secondary Education Schools that are normal Vocational Secondary Education Schools for Greek students according to the Greek Law. These vocational studies have three years duration when students attend school in the morning and four years duration when they attend school in the evenings. Most of the immigrants attend the evening schools. They have to have a birth certificate translated in Greek as well as a paper that matching their educational degrees at primary and secondary education level (the Directorate of Secondary Education in Achaia Prefecture is responsible to match the degrees). Immigrants as students face difficulties mainly with the Greek language. Some years ago it was difficult for them to be integrated into the class environment and discrimination phenomena were present. Nowadays they can conform in an easier way.

The **manpower employment organization (OAED)** is also offers vocational training in the form of School apprenticeship that combines classroom lessons and work placement in public and private companies. Immigrants can attend these schools. They usually face difficulties with the Greek language but also difficulties due to the different culture between them and the other workers.

Institutes of Vocational Training that are post-secondary education level education and training institutes that offer initial vocational training. Immigrants can attend courses with the same obligations as the non-immigrants students.

- ***What is your organization offering?***

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- We offer Greek Language Package Courses to Immigrants, basically on a volunteer basis from our Educators

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- ***What qualification trainers have/must have to work with migrants (special certificates)?***

There are no special qualifications for trainers to train immigrants in the field of vocational training.

- ***What are the most important indicators of success for migrants in these trainings?***

The indicators of success for migrants in these trainings are the same as the indicators for the non-immigrant students or trainees: Exams, tests, self-evaluation procedures. The ability to put in practice what they have learnt is the practical and most important indicator of their success

Additional comments and information:

General information on situations in work-based education and training in your organization/institute:

- ***How teachers and work place instructors communicate with immigrants?***

Immigrants have to communicate with teachers and trainers in Greek. Teachers and trainers try to use very simple words and sentences. Some times they may communicate in English (when the immigrant can speak English). The communication level between teachers/trainers and immigrants is very good when they are second or third generation immigrants. The communication is some times problematic as far as the first generation immigrants due to linguistic or cultural difficulties

- ***How immigrants communicate with each other or/and with non-immigrant VET trainees?***

It is the same case as above.

- ***How immigrants communicate with other employees in work place instruction ?***

It is the same case as above. Some times discrimination phenomena arise. Nowadays, this phenomena are limited.

- ***What is the climate in VET classrooms and in work place instruction ?***

Some years ago the climate was difficult for the immigrants. There was a difficulty for them to be adapted in the team in the classroom or in work place. Nowadays the climate is more positive and well improved.

- ***What kind of problems arises and are there any suggestions to overcome problems arising?***

The problem language and discrimination in classroom is limited. We think that maybe in work place instruction there are more but we have not enough experience on that.

