

Greece

Greek Language Courses

Locations	Athens
Level of implementation	Local
Name(s) of implementing institutions	METAdrasi
Partners/Supporters	N/A
Main idea behind it, initial situation (why?)	Since September 2010, METAdrasi has been active in teaching Greek as a foreign language to asylum seekers and refugees. This activity differs from the usual language teaching methods since it has been specifically designed for the needs of the target group (non-nationals): the courses are intensive and adjusted to the language particularities/abilities of the participants, as well as to their subsistence and integration needs. According to METAdrasi, 'teaching of a language to non-native speakers should not be isolated from the surrounding social and cultural conditions', and therefore, cultural orientation sessions, visits to museums, as well as intercultural activities also form part of the curriculum.
Objective (what for?)	The main aim is to achieve fluency in oral communication for beginners (mostly in order to facilitate access to the labor market) in a short period of time, and to certify proficiency in Greek through the appropriate University exams at an advanced level.
Description of practice (what?)	<p>There are four levels of language courses provided twice a week, in groups of 10 to 20 people. In levels A1 and A2 the participants are beginners and cannot communicate in Greek yet except from simple everyday conversations. Therefore the teaching material is constituted by texts or dialogues of authentic speech, covering a variety of communication circumstances in order to be able to respond to real-life needs. Some of these communication circumstances are being held in the market, in public transports, in a public office, at the doctor or in an interview for a job. Material from real city life such as real tickets, receipts or bills is used providing a kind of social orientation.</p> <p>In levels B1, B2 interactive discussions are encouraged and more adult education methods are used. Following the context of multi-cultural education, the courses are learner-centered promoting the participation of students through cooperative exercises while some cultural activities form also part of the curriculum such as visits to museums, intercultural events and visits to public spaces.</p>

	In general, language courses are being perceived holistically aiming not to isolate participants from the surrounding cultural and social environment.
Managed/driven by	NGO
Time-frame (start/end/ongoing)	Ongoing
Stand-alone initiative or incorporated into other initiatives?	Stand-alone
Main target group (nationals, non-nationals - types)	Third country nationals
Promotion	Oral, Printed, Online Languages: English, Multiple languages through posters
Information provided on legal, practical and procedural aspects of protection against racism/hatred and discrimination	No
Methods of language/content teaching	Lectures, presentations, cultural visits
Accessibility:	Free courses Obligatory: No Eligibility criteria: no criteria
Budget, sources of financing	Private funding
Sources and references (hyperlink(s))	http://metadrasi.org/en/campaigns/greek-language-courses/ Until June 2017, 53 educational courses have taken place with 2.015 students

Impact assessment foreseen?	n/a
Which actors of host communities are included?	Language course providers
Degree of inclusion:	voluntary/institutionalized
How can racism and xenophobia be countered through this activity?	Although no specific information is provided on countering racism and xenophobia, language fluency and related activities are an important aspect of empowering migrants for better inclusion in society. Opportunities should be sought for also relating fundamental rights knowledge.
How can the impact of this practice be measured/made measurable?	The impact of the practice can be measured by seeking the feedback of beneficiaries on the usefulness of the courses and their actual impact on migrants' lives.
Elements of sustainability	Sustainability should be sought by trying to build in language courses in an overall integration curriculum with government funding.
Elements of transferability	Language tuition and intercultural activities are transferable, duly adapted in every country context.