

Cross The Bridge

Project



CROSS THE BRIDGE



Funded by the
Erasmus+ Programme
of the European Union

Σκοπός του Προγράμματος Cross The Bridge

Βασικός Στόχος:

Να δημιουργήσει ένα ασφαλές **περιβάλλον υποδοχής και ανάπτυξης** μαθητών οι οποίοι έχουν περάσει τη διαδικασία μετανάστευσης (και από 3^{ες} Χώρες)

Δράση:

- Δημιουργία **Κέντρων Υποδοχής** στα Σχολεία
- Παροχή **εργαλείων και γνώση** σε εκπαιδευτικούς και άτομα οι οποίοι εργάζονται με αυτές τις ομάδες.
- **Ευαισθητοποίηση** της τοπικής κοινωνίας για **αποδοχή** και **υποστήριξη** των πιο πάνω ομάδων.



Δημιουργία Κέντρων Υποδοχής σε Σχολεία

- Η **ιδέα άρχισε** από την Κύπρο (Α΄ Λύκειο Εθνάρχη Μακαρίου Πάφου) – Εισήγηση για δημιουργία και στις άλλες χώρες που λάμβαναν μέρος στο πρόγραμμα.
- Κέντρα Υποδοχής: Ιδανικά είναι χώροι **εξοπλισμένοι** με τα **απαραίτητα εργαλεία** και υλικό για υποστήριξη των μαθητών.
- Παρέχουν **Ψυχολογική Στήριξη** και το Αίσθημα Ασφάλειας
- **Πληροφορίες** για μαθητές και γονείς μετανάστες πώς να **προσανατολιστούν** στο νέο περιβάλλον
- **Εκπαίδευση ντόπιων μαθητών** όσον αφορά **ξενοφοβία** και ταμπού σχετικά με τους μετανάστες και την πραγματική υπόσταση των προβλημάτων που αντιμετωπίζουν.
- Εκπαίδευση **Γλώσσας** και **ανάπτυξη δεξιοτήτων** για ομαλή λειτουργία στο νέο περιβάλλον.

6 Χώρες και 7 Οργανισμοί

Ισλανδία , Ιταλία, Γερμανία, Κύπρος, Ελλάδα, Εσθονία

- Lead partner: **Árskoli**, Iceland
- **IIS G. B. Pentasuglia**, Italy
- **Mittelschule Gersthofen**, Germany
- **Cross Culture International Foundation** Cyprus Ltd, Cyprus
- **Lykeio A' Ethnarchi Makariou III Pafou**, Cyprus
- **Directorate of Secondary Education** Ilia, Greece
- **University of Tartu**, Estonia is the knowledge partner of the project.

1. **Εκπαιδεύσεις** Μελών των Οργανισμών

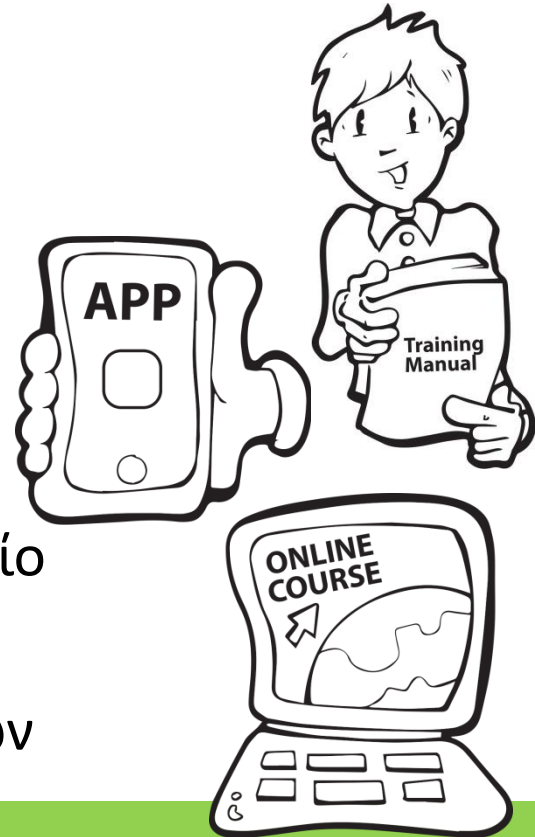
2. Ανάπτυξη **Κέντρων Υποδοχής** σε 4 σχολεία (Κύπρος, Ισλανδία, Γερμανία, Ιταλία)

3. Έρευνα και **Ανάπτυξη εκπαιδευτικού υλικού**

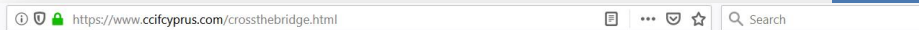
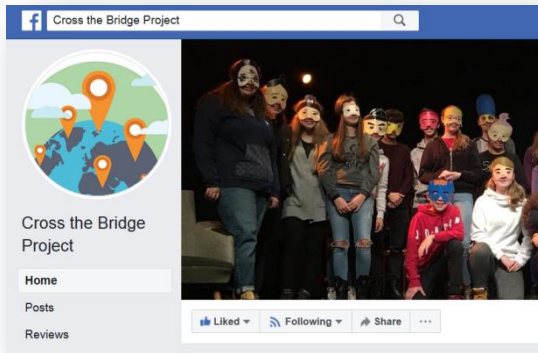


Δημιουργία Εκπαιδευτικού Υλικού

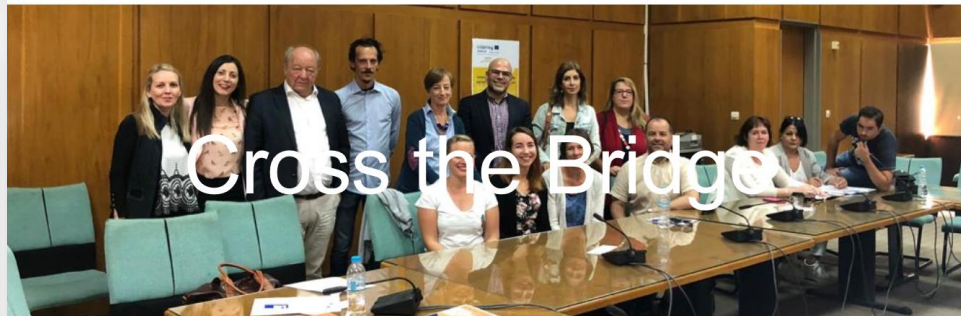
- **Training Manual** – Οδηγός προσέγγισης και **ανάπτυξης προγραμμάτων** για εκπαιδευτικούς και άτομα τα οποία εργάζονται με παιδιά μεταναστών
- **Mobile App** – Εφαρμογή για τα παιδιά για **άμεση πρόσβαση σε βασικές πληροφορίες** και επικοινωνία με το σχολείο
- **Online Course** – Για εκπαίδευση και **ανάπτυξη δεξιοτήτων** των εκπαιδευτών



Πρόσβαση...



HOME PROJECTS EVENTS MORE...



Cross The Bridge Project

CROSS CULTURE INTERNATIONAL FOUNDATION CYPRUS Education

PEGI 3

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CROSS THE BRIDGE

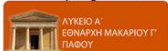
THE PROJECT

THE APP

MOOC

TRAINING MANUAL

Participating Schools



Compulsary School with 345 pupils and 35 teachers. Age range of pupils is 6-13 years old. Pupils come from the town Sauðárkrúkur and its surroundings. It is the only school in the area and the pupils come from all social backgrounds. The school follows the Leading Curriculum from the Icelandic Government and the School Curriculum which is based on the Leading Curriculum.

Árskóli's motto is Life Play Learn. This motto is what staff and pupils use as guidance in everyday work.

For many years Árskóli has used the Scottish self-evaluation program as a process of achieving self-improvement. Both pupils and staff take part in the self-evaluation.

Árskóli is taking part in an important developing project, how to improve literacy in the school. Pupils of all ages are encouraged to read books both in school and at home. Another developing project in Árskóli is how to use staff in the classroom, to improve literacy.

Project Description:

The project "Cross the Bridge" aims to combine several streams of activities under one brand-initiative, which is the Welcoming Centre. The Welcoming Centers will provide space, materials and solutions for involved teaching personnel and students. They will become integrated with partner schools' activities to ensure that all needs of students with foreign background are met.

The specific objectives of the project are to:

Μαθαίνοντας μέσα από την εμπειρία...

Προσωπική Ανάπτυξη και Γνωριμία σε βάθος με το θέμα, προβληματισμός, **αποδοχή**, ευαισθητοποίηση και δράση!

Η διαδικασία δημιουργίας
του εκπαιδευτικού οδηγού....

Έρευνα, Μελέτη, Συνεντεύξεις,
Συναντήσεις, ο Σχεδιασμός και η
Έκδοση!



Ο Εκπαιδευτικός Οδηγός

1. Δημιουργήθηκε μέσα από **επιστημονική έρευνα** και πρακτική σε συνεργασία με το **University of Tartu**
2. **Συνεντεύξεις** από σχολεία 4 Ευρωπαϊκών Πόλεων
3. 50 Σελίδων & **Εύκολο στη χρήση**
4. Αμεσότητα και **πρακτικά παραδείγματα**
5. Διαθέσιμος για το Κοινό
6. **Καθοδήγηση**



Εξερεύνηση Οδηγού και περιοχές μελέτης...

1. Οδηγίες για Δημιουργία Κέντρων Υποδοχής
2. Τεχνικές Επικοινωνίας και Κτίσιμο Εμπιστοσύνης
3. Γνωριμία με τους μαθητών και κατανόηση των εμπειριών τους
4. Ο ρόλος των εκπαιδευτικών
5. Διαχείριση δύσκολων περιπτώσεων
6. Ανάπτυξη αποτελεσματικού Διαπολιτισμικού διάλογου
7. Ιδανικές συνθήκες διδασκαλίας
8. Ενεργή εμπλοκή και βοήθεια από τους ντόπιους μαθητές
9. Συνεργασία με τους γονείς των παιδιών
10. Προτεραιότητες και χρονοδιαγράμματα
11. Εισηγήσεις και Δραστηριότητες
12. Αξιολόγηση προόδου



Δημιουργία Κέντρων Υποδοχής

- Γιατί είναι **σημαντική** η δημιουργία Κέντρων Υποδοχής στα σχολεία και ο ρόλος τους
- **Τι θα χρειαστείτε** για να δημιουργήσετε το δικό σας κέντρο
- **Πώς λειτούργησαν** τα κέντρα υποδοχής στα 4 σχολεία και εισηγήσεις από τους συντονιστές των κέντρων.
- **Η εκπαίδευση** του προσωπικού το οποίο θα στηρίζει τα κέντρα
- **Υπηρεσίες** και δραστηριότητες του κέντρου

SETTING UP & OPERATING A WELCOMING CENTER

What You Will Need:

- A quiet and friendly space
- Equipment to facilitate the purpose of the center (tables / chairs / bookcases)
- Books & Guides for students and their families
- Well-trained personnel to operate the center
- Volunteers to help with and organize initiatives and events
- Educational Games for immigrants (Commonly 2018)
- Vibrant Cultural decoration with maps and posters to motivate foreign students
- Information Point for accessing knowledge on how to navigate in local community
- Technology and Internet Access
- Provide material and workshops for local students to overcome xenophobia issues

Below you can see the action taken from each partner School regarding the brand-new initiative of the "Welcoming Centers" and the benefits for the students from each school.

GERMANY

We established a "Welcoming Center". Every foreign student gets, if possible, a tutor in their language. If we don't have a native speaker at our school, we try to do our best in English, French or Spanish. We provide booklets in different languages for foreign students. A welcoming day took place at our school for students, their parents, teachers and local residents (the sports or music clubs, social workers, etc.).

ITALY

Students have learned how the Welcoming Centers are organized and their function. They prepared "Welcoming Centers" material resources, equipment and space to be based on increasing their capacity to work in a team and to cooperate. Students prepared material for the school's website (Google Classroom and Facebook pages). They translated what they wrote about their school and town in English.

ICELAND

To establish the Welcoming Center, students gathered information about what is most important for foreign students to know when attending the school. During the project, the students made movies and participated in a play. They have also written about the places in their school for the QR code website.

CYPRUS

Informed students about Welcoming Centers and the project, engaging them, by giving them ideas and responsibilities in our activities. Students informed their families, friends and peers. Via organized meetings with families informing them about the Welcoming Centers. Local students visit in their spare language about important places in their school like the classes, offices, secretary office, library, cafeteria, which are necessary for students to know about their new school. Students are working as volunteers in the Welcoming Centers.

08



Τεχνικές επικοινωνίας

- Η σημασία της **σωστής επικοινωνίας**
- **Τεχνικές Προσέγγισης** – κατανόηση των δυσκολιών και της ψυχολογικής κατάστασης των μαθητών
- Αίσθημα ασφάλειας και **κτίσιμο εμπιστοσύνης**
- **Σεβασμός διαφορετικότητας**
- **Ενδιαφέρον** για την κουλτούρα των μαθητών



COMMUNICATION POINTS TO REMEMBER

- Use motivational language
- Speak slowly and make sure that students will understand you
- Use body language
- Use visual aids
- Use translation
- Welcome friends of students
- Make learning an exciting experience
- Keep reminding students of what they have to learn
- Build trust
- Respect their nationality religion and values
- Show interest for their civilization
- Get to know their fears, limitations and barriers
- Make them feel safe
- Create a happy learning environment
- Keep the learning material simple and understandable

Γνωριμία και Κατανόηση των μαθητών

- **Στερεότυπα**, η κοινή γνώμη και ποια η πραγματικότητα
- **Μαρτυρίες εκπαιδευτικών**
- **Δυσκολίες ένταξης**, εμπόδια και τρόποι αντιμετώπισης



Understanding the target group

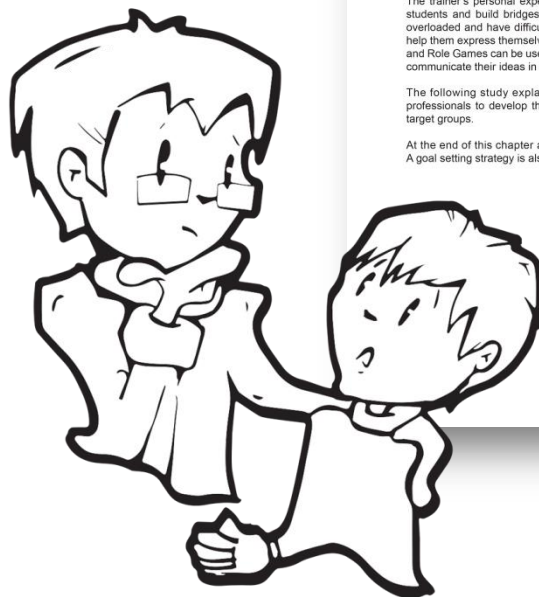
Points to Consider in order to help you understanding your target groups and approaches for better communication:



Difficulties	Barriers	Action
Religion Personal Beliefs	Restrictions in their actions because of their traditions and religion. Specific rituals they have to perform and special dress code or eating habits.	Find more information about their country, religion, traditions and beliefs, show interest and respect. You may ask them to teach you some words from their language.
Language Gestures Communication Barriers	Foreign students may not be able to communicate in a common language with you (e.g. English) or they might have different gestures with different meaning.	You may need a translator, ask another student or professional, or use a translation software. You have to do some research about the national gestures and body language.
Homesickness	Students from foreign countries may show some depressive behavior as they are missing their old social environment, friends or family members.	It is important to observe if the student show any symptoms of homesickness and if so, you may ask for professional help depending of the degree of the problem. Try to create a nice cheerful environment attractive for the student.
Traumatic Experiences Stress	Students might experience several stressful and traumatic situations which affect their focus in learning and distract their attention from personal development goals.	It is important to speak with their parents in order to know what points may trigger a negative emotion to the student. Show them love and compassion, you may need to ask for professional help.

Ο ρόλος των Εκπαιδευτικών

- **Προσόντα** εκπαιδευτικών και ο ρόλος τους σαν **μέντορες** στην προσωπική ανάπτυξη και εξέλιξη των μαθητών.
- **Δημιουργικότητα**, κατανόηση, καθοδήγηση, σεβασμός, επικοινωνία, υπομονή, δικτύωση, ενημέρωση κ.α.
- **Τρόποι αντιμετώπισης** και διαχείρισης δυσκολιών στο περιβάλλον εκμάθησης
- **Προσέγγιση** και διαπολιτισμικός διάλογος
- Τρόποι δημιουργίας των **ιδανικών συνθηκών** εκπαίδευσης
- **Διαμόρφωση** κέντρων υποδοχής



THE ROLE OF THE TRAINER

In the previous chapter we analysed the main points to take in consideration for understanding the target group. In the following text we will study the role of the trainer based on our experience from the Welcoming Centres, the barriers that appear and the skills needed for the trainers in order to support their target groups.

Bear in mind that except of the technical skills and strategies, the trainers have to develop their personal qualities and emotional intelligence which will help them to become more creative.

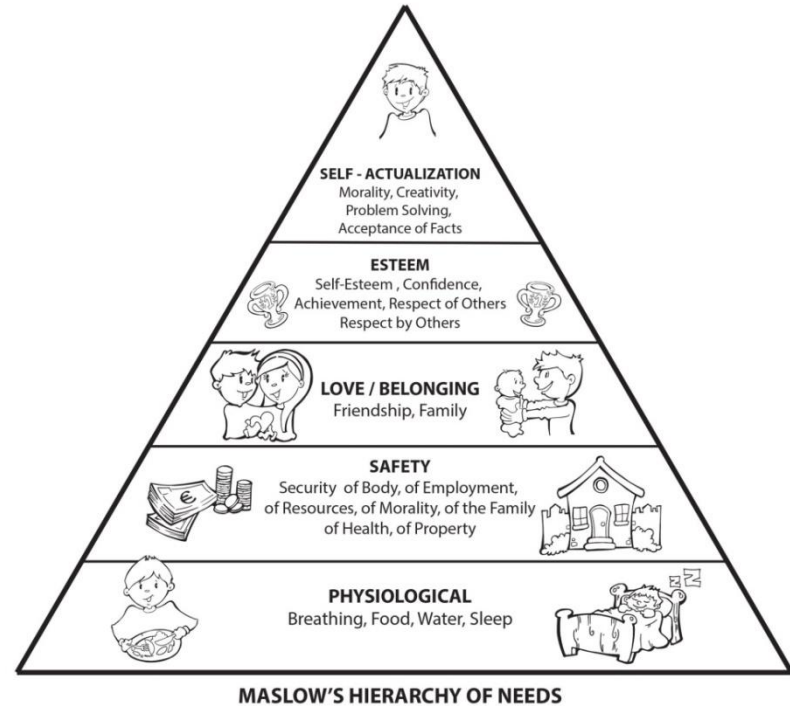
The trainer's personal experiences may help them understand better their foreign students and build bridges of communication and trust. Students are emotionally overloaded and have difficulties in communication therefore you need to find ways help them express themselves and their feelings. Images, Videos, Music, Movement and Role Games can be useful tools for helping students expressing themselves and communicate their ideas in an international language.

The following study explains why it is important for the teachers, trainers and professionals to develop their skills and qualities to better serve the needs of the target groups.

At the end of this chapter a checklist of qualities is available for self-assessment. A goal setting strategy is also available for further self-development.

Η Συμβολή των Ντόπιων Μαθητών και Προτεραιότητες

- **Ενημέρωση** για θέματα Ξενοφοβίας και ταμπού σχετικά με τα παιδιά μεταναστών
- **Ενθάρρυνση** των ντόπιων μαθητών να αγκαλιάσουν τους μετανάστες συμμαθητές τους
- **Συνεργασία** και επικοινωνία με τους μετανάστες **γονείς**
- **Προτεραιότητες** για ανάπτυξη βασικών δεξιοτήτων που θα βοηθήσουν την περαιτέρω ανάπτυξη των μαθητών.



Στόχοι , Δραστηριότητες & Αξιολόγηση

Suggested Activities

Lecturer: Vlachou Flora, PhD Candidate in Applied Linguistics, UGA
Shaping the Intercultural and Social Inclusion in the European Education, Iilia 2018

Teaching the National language:

Engagement Activities / Basic literacy practices

Orientation (learning objectives & process):

- Acquaintance with Greek social context
- Aspects of culture and civilization
- Inadequacy of acting properly in social context

Functional Literacy (learning objectives & process):

- Enhancing the computational competences
- Access to the academic environment
- Follow up of learning sessions
- Space of interaction and expression

Activity 1

- Personal Identification: How to introduce myself to the other(s)
- Wishes: How to express wishes What | to Whom| How & Why
- How to express requests in an unknown social zone (uncomfort zone)
- How to express annoyance, complain, objection
- Taboo Words: Becoming Aware of taboo words and how words build the social entities of target society
- The symbolic meaning of gift in relation to common practices

Activity 2

- Introduction – Hospitality
- Multicultural event (breakfast / lunch / dinner)

Activity 3

- Warm up phase
- Ice breakers & team building games
- Where do I belong
- Written Words and wishes

Activity 4

- Use of e-class and online language learning sources

Activity 5

- What is allowed and what is not allowed in the country of origin and the hosting country.
- Find similarities and differences between the countries.
- Team project with local students
- Addressing issues (Social interaction / relationships between men, women, peers, verbal expression about life, love, religion)

Issues to reflect upon

- Culture oriented divergences
- Nation controversies
- Motivation
- Stance towards the new reality
- Sense of identity

Using GAP analysis

Gap analysis will help you to understand the current situation of students. It will help you to identify weaknesses and visualize the level of students improvement you would like to achieve.

Topics	Where are they now	Goal	Action needed
Communication			
Behavior			
Stress / Safety			
Understanding			
Self improvement			
Navigation in town			
Socializing			
Making Friends			
Positivity			
Flexibility			
Expression			
Self Motivation			
Development of Skills			
Creativity			
Confidence			
Quality of Life			
Critical Thinking			
Researching			
Self Learning Skills			

Teacher's goal self evaluation

The quiz below is for helping you to identify any points of further improvement.

1. Did you educate local kids about Xenophobia?	0	5	10	25
2. Did you create a warm welcoming center?	0	5	10	25
3. Did you show compassion and empathy?	0	5	10	25
4. Did you evaluate their Physical Condition?	0	5	10	25
5. Did you show understanding about their stress?	0	5	10	25
6. Did you provide protection in personal level?	0	5	10	25
7. Did you train your Welcoming Centers' Staff?	0	5	10	25
8. Did you have regular meetings with parents?	0	5	10	25
9. Did you evaluate the overall quality of student's life?	0	5	10	25
10. Did you build strong team dynamics among students?	0	5	10	25
11. Did you provide enough guidance in the School environment?	0	5	10	25
12. Did you motivate students to visualize their success?	0	5	10	25
13. Did you ensure students that they will have all the help they may need?	0	5	10	25
14. Did you encourage local students to become mentors of immigrant students?	0	5	10	25
15. Did you provide the immigrant students with more information about their Countries and Cultures?	0	5	10	25
16. Did you encourage local students to develop projects to guide immigrant students to the welcoming country?	0	5	10	25
17. Did you encourage pair group projects among students?	0	5	10	25
18. Did you rewarded students for their progress?	0	5	10	25
19. Did you helped students to developed their self confidence?	0	5	10	25
20. Did you organized any intercultural events?	0	5	10	25
21. Did you include the Human Rights Education, Respect and Differentiation issues in your teaching topics?	0	5	10	25
22. Did you help students to develop their self learning skills?	0	5	10	25
23. Did you provide basic information to students to access more knowledge?	0	5	10	25
24. Did you motivate students to unlock their creativity?	0	5	10	25
25. Did you encourage students to develop their critical thinking skills?	0	5	10	25
26. Did you teach students to be flexible and positive to their approach to life?	0	5	10	25

Now you can rate yourself!

Please note that the above self evaluation is only for helping you to develop your skills. Is not a test! Good luck!

Excellent Job: 500-650
Very Good job:350-500
Good Effort:200-350
You may try more:0-200

Όραμα...

- Να **αναπτυχθούν περισσότερα** κέντρα υποδοχής σε δημόσια σχολεία
- Να **αξιοποιηθεί το υλικό** το οποίο έχει αναπτυχθεί μέσα από το πρόγραμμα
- Η σημερινή μέρα να είναι το ξεκίνημα μιας μεγαλύτερης προσπάθειας ώστε **να μην υπάρχουν γεωγραφικά σύνορα** διαφορετικότητας μεταξύ των ανθρώπων και κυρίως.... **για τα παιδιά!**

